

# GIRARD COLLEGE

## PRESIDENT'S REPORT FOR 1946

Girard College, December 31, 1946

*Board of Directors of City Trusts,*

Gentlemen:

The refrigerator manufacturer whose wartime efforts went into ammunition and projectiles, the pool-table manufacturer who turned to processing navy boats, and the Michigan company that transferred its interest, in the early forties, from women's wear to parachutes may have had no more difficult problems of postwar reconversion than many educational institutions, especially those devoted either to higher education or to boarding-school life with its varied activities.

Reconversion was widely publicized at the beginning of the year. At Girard College as elsewhere there was a natural expectation that we would be freed from the hampering influences that seemed to weigh upon every constructive and creative enterprise. It was the hope of all that delay was a thing of the past. Long-range plans for physical improvements at Girard were entered upon, which it was hoped could be carried out within a reasonable time, and which would bring about conditions for good work in future years. It was indeed obvious enough that "if to do were as easy as to know what were good to do," the record of the year 1946 would have been quite a different story. Yet, as this report may show, the year can be put down as one of progress.

It is always gratifying, not only at the close of a year when it is under review, but throughout each and every College year, to note the understanding and breadth of view that members of

the Board, individually and collectively, bring to the work of Girard. They are busy men of large interests, who nevertheless display a grasp of school affairs that must be encouraging to all members of the staff and of the alumni body.

It is a pleasure to record the appointments to the Board during the early part of the year of Mr. Hubert J. Horan, Jr., and Mr. Herbert W. Goodall to fill respectively the vacancies created by the death of the Hon. Roland S. Morris and the resignation of Mr. Joseph R. Rollins. The business experience of Messrs. Horan and Goodall and their deep interest in Girard's foundation insure the continuance of the sort of service that the Founder felt his benefaction would enlist.

## THE STAFF AND THE STUDENTS

In his annual report the Principal of the Elementary Schools states: "The humanizing, personalizing effect of smaller groups, the more intimate relationship with ethical and able teachers, and the warm, friendly response of boys who are known as individuals, these are the milestones of our progress in 1946."

A school is people. In our constant awareness of this simple fact lies the secret of Girard College effectiveness today and that of every good school. Older alumni of Girard are loyal and devoted because in their student days their school had elements of greatness. And yet something was missing that it is hoped has been added in more recent times. No feature of the weekend visits of *Alumnus* Representatives is more gratifying than their pleased astonishment at our present student-teacher relationships and the poise and social ease of the boys themselves. Those of the pre-Herrick era sometimes speak of teachers sitting at high desks on elevated platforms, hearing recitations and "keeping order"; frequently, it seems, they could knit at the same time! Graduates speak of being herded each hour from room to room under a system that made it impossible to get to know any teacher well. At times they turned too much to their own group for security. Doubtless all this was characteristic of most large schools. During the past four decades plans that

humanized Girard were given encouragement.

A comment by a capable new teacher who came to the staff this autumn is revealing. She remarked one day to a colleague "I am beginning to understand why the boys are well trained and so pleasant to work with. It's because the teachers are such fine people; the faculty lacks the spottiness I've found in other places where I have taught." This observation corroborates the judgment of educators who know our staff; some of them of high rank have remarked in public concerning the excellence of our group. We mention such matters because they are evidence that the Girard boy is not short changed in his educational and social opportunities.

It is well to maintain standards where they count most. More important than anything else at Girard College is a staff of teachers, housemasters, governesses, and others who rate high in professional spirit, cultural background, cooperation, and loyalty, possess a wide variety of interests, and have superior ethical standards. Those who lack such qualities are often drawbacks even when they put forth their best efforts. The value of loyalty, for example, is well summed up in the statement of an American publicist that "an ounce of loyalty is worth a pound of cleverness. So long as you are part of an institution, do not condemn it. Not that you will injure the institution - not that - but when you disparage the concern of which you are a part you disparage yourself."

In a world very much worried about itself, people of intellectual and personal decency and of professional integrity count for everything. The head of one of our leading Midwestern universities recently wrote, perhaps with not too exaggerated pessimism: "Without the atomic bomb the prospects of civilization would be dubious enough. Now that we have it, they are black." Certainly the panacea in our time is not in education as such. About the time of our Civil War there appears to have been what approaches universal literacy only in Prussia, other German States, and the Scandinavian States. Since the beginning of the present century the most "literate" country seems to have been Japan. Unfortunately, the aspirations and behavior of both Germany and Japan





THE GIRARD CHAPEL

*Photo by Karl F. Lutz*

during the past few decades have been of such a nature as to give a body blow to the philosophy of an all-saving universal literacy. In our own lifetime there has been no people more devoted to education than the Germans, and in no other country has a highly intelligent boy had better educational opportunities, despite lack of funds.

Education in itself is certainly not a panacea. A few years ago an old teacher expressed his disillusionment: "When I was a young man there was a slogan for the extension of high school education which appealed to us all very much. It never failed to be expressed at every conference of secondary school teachers. This was the slogan: It is cheaper and better to build a high school than a jail. The more high schools, the fewer jails. In over forty years of teaching I have seen both high schools and jails built in ever-increasing numbers. And the thought has rankled within me that somehow we were failing to do what was most of all expected of us. Crime did not diminish; it increased."

Of higher education a significant statement of policy and planning issued by a large institution of our region says in part: "It may be said that higher education which leaves out of account man's spiritual and ethical needs suffers from a vital deficiency. In a world which has given of late so many evidences of having cast off not only righteousness but even common decency, there is need for spiritual regeneration if civilization is to survive. It cannot but arouse apprehension in thoughtful men to have lived through a decade which has seen daily the perversion of truth, the ruthless disregard of the rights of others, the flouting of law, and the willingness to employ any means to gain an end. The regeneration of national and international morality must begin with the strengthening of the moral fibre of the individual. . . . There are manifold opportunities for the implicit teaching of the nobility of man. The atmosphere of higher education should be conducive to spiritual self-development and the formation of character." In a secondary or an elementary school this atmosphere may be of even greater importance.

In a school there can be no compromise in the selection of staff. There, if anywhere, men and women of decency and integ-

rity who know their job count for everything. American education must draw such persons into the profession in increasing numbers in the next twenty years or come to the miserable plight, in large areas, of performing little more than a custodial function. It takes people of character to build character.

At Girard we are fortunate in having an excellent professional staff, with salaries that bring people of character to the staff and enable us to retain them. Stephen Leacock, who devoted his career to teaching, though he is best known for his humorous essays and stories, said in his small volume of memoirs posthumously published under the title *The Boy I Left Behind Me*: "You can never have a proper system of national education without teachers who make teaching their lifework, take a pride in it as a chosen profession, and are so circumstanced as to be as good as anybody—I mean as anything around."

No more important task presents itself to an administrator than the selection of the men and women who, over the span of decades, are to guide, motivate, and inspire young men to make of themselves worthy and honorable citizens in a democratic society. Mere scholarship will not suffice. We must find men and women who believe in the worth of people, who love learning, who enjoy association with youth, who are socially and community minded, and whose interest in boys and zeal for their orderly growth and development is to them a daily challenge.

A teacher of history and social studies, for example, can determine for thousands their attitudes toward America and the world. His teaching may help to keep a world at peace or send it to war in ten years or a hundred, for, as Henry Adams said, "A teacher affects eternity; he can never tell where his influence stops." Any teacher can speak of our Government and our history in a cynical, critical, and unappreciative way no matter what textbook he uses. Teachers with proper training, teachers who are proud of their profession, teachers who are well paid, teachers who have faith in democratic institutions and can properly evaluate the good and the bad in the years of America's adolescent growth, will inspire boys and girls to a patriotic and a loyal citizenship.

A hundred and seventy years ago an American school teacher named Captain Nathan Hale was executed by the British in Manhattan for having on his person papers to be delivered to General Washington giving information about the British troops on Long Island. With calm defiance this hero uttered his famous statement. Hale came from a classroom in New London, Connecticut, but it does not require a story of revolutionary origin to remind us that many teachers must leave their posts in wartime. In our Household Department, for example, ten men and one woman were granted leave of absence for enrollment in the armed forces. Seven have returned, three resigned, and one Teaching Housemaster, Commander Sydney Connor, is still retained by the Navy. Of the seven who did return, two subsequently resigned.

The five places have been taken by Miss G. Vernice Vantries, Dr. William F. Zeil, and Messrs. John A. Lander, Paul A. Newhard, and Benjamin Rothberg. There have been in all, seven withdrawals in the Household Department this year. This is to be compared with six for the year 1945 and is five below the average for the last six years.

Miss Minerva R. Saunders was retired because of ill health after serving as a Governess for twenty-seven years. During this time, in the opinion of the Superintendent of Household, "she has given her best to the work and a singular devotion to her boys." She had a natural skill in the management of children, which bound them to her with ties of affection. Her efficiency in dealing with details and her unique sense of humor set a standard of excellence for all her associates.

Mr. Benjamin F. Zimmerman, who had served the College long and faithfully as an instructor and had done so much to establish the prestige of our machine shop, was retired because of ill-health. Miss Mary J. McFarland, who was retired on August 31, was a rare example of those who age in the flesh but not in the spirit. At once both the admiration and envy of her colleagues in the Elementary Schools, she is affectionately remembered in the hearts of hundreds of Girardians. Miss Edith M. Bregy, who was retired earlier this year, labored faithfully as a part-time teacher



with boys talented in art. Her work has been absorbed within our regular organization, and the position of Special Teacher of Art has been discontinued. This is in line with what will probably have to be our future policy of restricting closely the number of our staff on account of higher salaries and wages.

In June, 1945, Mr. Owen D. Evans was designated by your Board as the Executive Secretary of the Centennial Committee, without change in his status as Superintendent of the Mechanical School, and with the thought that he would be relieved of his duties as Superintendent in either September, 1946, or February, 1947. It seemed wise for Mr. Evans to drop his school connection this autumn, not merely because of the amount of time required of him as Secretary of the Centennial Committee, but also because of the demands made on him in connection with the proposed changes in Founder's Hall. Mr. Evans has a sterling character and a personality that endears him to everyone. A man of fine judgment and a keen sense of humor, he will long be remembered for his contribution to our shop teaching. He is now devoting himself to the plans for the Centennial of 1948 and the thousand and one problems that a large celebration involves. Mr. Creel W. Hatcher, Instructor in Foundry and Assistant Superintendent of the Mechanical School, who has been with us ten years and has demonstrated his qualifications to supervise the work of the shops as Mr. Evans' successor, was transferred to the position of Head of the Mechanical Department. Mr. Hatcher, himself an expert craftsman, inspires confidence in all who work with him.

When Dr. Wilfred B. Wolcott left us to enter the publishing field, he was succeeded by a young man with degrees from Bowdoin College and Harvard University. Mr. Neal W. Allen, Jr., was graduated from college magna cum laude, was elected to Phi Beta Kappa, was captain of the track team, president of his college fraternity, and received a number of other honors, including a trophy for athletics. He served as an officer in the Army and spent some time in Korea. He has enjoyed marked success as a teacher and appears to be the sort of young man under whose influence we wish to bring our boys.

Girard must be most careful to keep a balance of men and

women in its staff. Outside, it is often charged that the teaching profession is "over-feminized." Attention was recently drawn "to unpublished statistics compiled by the Office of Education. The figures for 1944 show that men make up only 15 percent of the teachers of this country—a drop from 21 percent in 1942. The war had much to do with the decrease in men teachers. During the first world war the percentage dropped as low as 14, but slowly rose during the 1920's and 1930's." We have maintained the proper percentages in our various departments.

During the year our boys have responded in a very encouraging way to the efforts of the staff. In this first complete postwar year, they were extremely cooperative and conformed to the general pattern of our school life in a more than acceptable manner. They certainly have demonstrated the ease with which youth can re-adjust itself following any prolonged series of events that causes deviation from established routine. Boys and girls do respond to adequate controls which are fair and just if the controls are adjusted from time to time to meet changing conditions.

The Director of the Department of Student Personnel noted "an encouraging disappearance of the influences which the unrest of the last few years had created in growing boys. True, it may be said that one or two changes made in the College, such as the new housing arrangement and our increased social activities program, may be contributing factors, but there was evidence of an improved situation almost from the start of the year. Definitely now our boys are motivated again to continue their program to its fulfilment, and there is not the noticeable trend toward the general attitude of despair when they knew they were labelled for some branch of the armed services and war. Those of us handling youngsters slightly out of step can appeal to them in terms of a normal goal which can be achieved. The figures themselves give some indication of the good job done by our student body in 1946, although I would re-emphasize that in the trying war years, I think our group did very well under such circumstances."

The Student Work Program completed operations for the year 1946 with about three-fourths as many boys working at the

end of the year as were engaged in the Program at the beginning of the year. It was hoped that with the ending of the war domestic help would become more plentiful, but this expectation has been fulfilled only in small part. It was possible during the year to obtain the services of men for kitchen work and dishwashing (some of whom did not stay long), but the number of waitresses and pantry girls now on the rolls is only slightly greater than at the low point during the war. During the second half of the year, no boys were working in the kitchens, very few were at the dishwashers, and only two or three were mopping. Sixty-nine boys were actually working in the Program at the end of the year. The morale of these boys remains high, and disciplinary difficulties are few. During the fall term the older boys working in the Junior School did a particularly commendable job.

The growing recognition of the individual's responsibility in the solution of world problems has been splendidly shown by the reaction of our boys to the appeal to help the war-torn school for boys in Caen, France. Without undue pressure, and purely on a volunteer basis, our faculty and our boys have filled boxes with clothing and school supplies among other things and have sent them on their way to fill the pressing needs of boys in another land. In the exchange of letters and ideas that is already under way between the two schools may be found the basis for mutual understanding and respect. These letters show that the people of Europe need the assurance that America is not only a great democracy in name but is also made up of people who actually believe in the principles of democracy and in the ideals of Christianity. The letters coming from both the boys and the faculty members of the Caen School impress us with the fact that the French people are eager to be friendly; they want to know us better; they admit that they need not only our material help, but also our moral support.

The growing participation of our students in city-wide activities is of very great value both in broadening the boys' knowledge and in enabling them to mingle with other people. They have been very active in the Cultural Olympics—in the fields of music, art, and drama—and have won much commendation for their

contributions. The Junior Town Meeting of the Air has also given our boys the opportunity to take part in a goodly number of broadcasts, and our boys have been called on frequently to "step up to the microphone." The Principal of the High School writes: "I can never speak too highly of the part that Mr. Andrews plays in giving our boys confidence in public speech. Older alumni have always regretted their reticence and self-consciousness in public affairs. What a difference today! When I hear our students speak at meetings, dinners, and the Alumni banquet, I am amazed at their ease and readiness of speech. This facility is not acquired in a day's rehearsal—it is the result of two and a half years of hard work and patient effort. Our dramatic productions are not amateurish, parrot-like repetition of lines committed to memory, but are truly splendid presentations of dramatic art. Special programs this year have had to do with Stephen Girard (four phases of his life presented), Pennsylvania Week, V-J Day, a program in honor of our best student writers, and two outstanding dramatic productions: *The Inspector General*, and *Pickwick and His Adventures*."

The Activities Night held on November 29 and the Christmas Concert held on December 13 and 14 were both quite successful. Activities Night emphasized the work of the Department of Physical Education and was held entirely in the Armory. The audience included a number of persons from other educational institutions interested in physical education. The outstanding feature of the Christmas Concert was the Christmas cantata sung by the choir. It was composed by our Director of Vocal Music, Dr. Harry C. Banks, Jr.

The report on higher education previously quoted states: "The most general and certainly the most serious criticism that can be leveled against the American educational process from the secondary school through college and sometimes beyond is that it suffers from superficiality. . . . The situation may result in part from the gradual abandonment of the old and rigorous disciplines, Latin, Greek, mathematics, and the widespread substitution for them of less exacting subjects. It is certainly to be connected with the growth of mass education and the overcrowding of many

high schools. Our schools have large numbers of students who have little desire to learn what is now offered and are there only because the law does not permit them to work. They have to be promoted to make room for incoming classes. The whole process makes it difficult for even the conscientious and able teacher to do effective work and standards suffer. It is easy for students to 'get by' and the habit of mind engendered by four years of 'getting by' in high school carries over into college."

Our boys are unlikely to develop the attitude complained of, not because they study ancient classics and an unusual amount of mathematics, for they do not, or because their classes are free of indifferent boys, but because hard work and rigorous standards have always existed at Girard, whose Founder thought that "to rest is to rust." Early planning and a relatively permanent student body, which is not transient like other school populations, enable us to begin our school work promptly on the very first day of a term instead of wasting time. Boys who do not make acceptable grades must attend extra study sessions, remedial classes, and summer school tutoring classes. Our school year is long for two reasons: first, our early "leaving age" forces upon us a telescoped curriculum so that the elementary work is reduced from eight to seven years, and the entire school program up to high school graduation is reduced from twelve to eleven years; second, Girard has an almost unique double curriculum of academic and vocational work originally set up because the Founder did not wish his school to offer academic work to the exclusion of vocational preparation or to give vocational training to the exclusion of academic subjects that he lists in his Will.

Girard has not let down its standards while humanizing itself. Greater attention is given each individual boy, but, if anything, this enables us to insist even more effectively than before upon each boy's working up to capacity. Through his school Stephen Girard does much for his boys, and he would have a right to translate freely his French *noblesse oblige* and tell his boys that the obligation of honest effort and honorable behavior is associated with great opportunity.





BUILDING FOR THE FUTURE

*Photo by Philadelphia Inquirer*

## THE ELEMENTARY SCHOOLS

Nothing is more important to the Girard boy than to feel that somebody likes him, that there is somebody in whom he can trust. That is something that all of our staff must keep in mind. The teachers of the Elementary Schools and the governesses who work with the boys of elementary school age seem to be building on this thought. As a result these groups have made noteworthy efforts to improve human relationships with their charges.

The teachers of the younger boys are conscious of weaknesses in their program which they are attempting to remedy. Yet in 1946 the Elementary Schools have advanced, not only in humanizing their program, but also in securing some excellent new staff members, in improving reports and record cards, in stepping up the quantity and quality of their dramatic presentations and other public offerings, in strengthening their courses of study, and in achieving closer integration between the school and the household.

The sensible person makes the best of what he has. Physical facilities that are not ideal offer challenging problems. The modern elementary program demands more floor space per pupil. Desks and seats should be movable. Generous storage space is needed. Provision should be made for the newer instruments of teaching such as audio-visual aids. Whatever the method used to obtain more floor area, each classroom should provide a modest space layout for handicraft, science, and library work. Each classroom should be provided, if possible, with a sink with hot and cold running water and facilities for some manual activities. In not a few cases the newer the building the less satisfactory it is for school purposes. At Girard, for example, the classrooms of the Junior School Building are considerably inferior to those of the much older Middle School Building. Superintendent M. D. Bell of Wilamette, Ill., says: "The first consideration in planning a modern classroom must be space, since schools are no longer places where children just sit . . . Experienced teachers will choose old rooms in old buildings if they provide plenty of space in



preference to 'standard rooms'." Of course, as between personnel and physical problems, the latter are secondary, unless they become too strong a negative influence. The matter of staff-student relationships has already been referred to in the section of this report entitled "The Staff and the Students."

As the senior instructor in the Junior High School, Miss Louise Sigmund is regularly asked to summarize the year's high lights as she sees them. It is interesting to note that this year she picks "stress on the intangibles" for emphasis. There have been real advances, she believes, in developing responsiveness, manners, social adaptability, respect for one's fellows, and loyalty to one's training, teachers, and traditions. The Junior High School Student Council has continued to grow under her sponsorship. It has a weekly luncheon in a Lafayette dining room, each time entertaining some staff member of its own choosing as a guest.

In the first six grades a desirable balance is being maintained among the fundamental skills, the socialized development of units, and the contribution of the special subjects and activities. Girard boys are fortunate in the variety of their classroom opportunities and in the range of devices used to broaden their instruction. Among such are the library-laboratory, which they are helped to use intelligently; the rich excursion program so valuable in expanding their horizons; the auditory and visual aids of which there is an adequate selection; the full spread of the special subjects, such as art and music, designed to heighten aesthetic appreciations; and the democratic approach to the problems of classroom operation and control which promote social appreciations.

Our third-grade boys sent an exhibition of their work in Egyptian art to the University of Pennsylvania Museum, where it was displayed in the lobby of the Museum for several weeks. The customary Art Exhibition was held in the Art Rooms and Library on the June Mothers' Day. At the request of the Director of the Cultural Olympics at the University of Pennsylvania, a small select exhibit was sent to its festival in May. It is interesting to find Miss North writing of her hope to expand the work our boys do in the field of crafts. During the war years it was, of course, impossible to secure the necessary materials. She also speaks appreciatively of

the help of the purchasing department in finding substitutes that enabled our boys to continue their art work when many schools were seriously handicapped.

In another place in her report Miss North says: "Today the great theme is 'one world' in which all may have tolerance and understanding. We feel that art is the great universal language, and that through the folk arts of the people of all the countries of the earth run the same motifs. All people love to create, to make things with their hands. All use the same materials, wood, clay, paper, paints. We try to guide the boys to an appreciation of the works of art in both the 'high arts' or fine arts and the 'low arts' or the folk arts and so to come to a better understanding of the people themselves. Our children are very responsive to the study of art and have a depth of understanding and appreciation which is rather astonishing to people who come in contact with them outside Girard."

The Junior Choir, under Dr. Banks' leadership, has made definite progress this year. There has been a genuine innovation in the manual arts work this year. Mr. Barrett's outside contacts attracted his attention to the possible use of plastics as a construction medium by younger boys. Early in the spring he began to experiment and as a result Girard College was among the very first schools to use the so-called Plexiglas in its shops.

## THE HIGH SCHOOL

The Principal of the High School believes that "the year under review has been one of real encouragement, and we have every reason to expect the closing year of our first century to be one of the best of our long history."

The upper school has fortunately been free of many of the wartime and postwar difficulties that plague many schools. Discipline at Girard never has been and never should be a conspicuous problem. There has been no defiance, organized vandalism, truancy, open disrespect, or flouting of authority. We are fortunate, too, that through wise planning we have not been handicapped too much by lack of supplies, materials,

and equipment. The High School has not been able to get all the books and appliances it wanted, but its work has not been seriously hampered. We have needed better projection equipment, for our visual program needs strengthening. Our Commercial Department has had to limp a bit, and the Mechanical Department has been in dire need of some new machinery, but these needs are being met.

The High School Building has long lacked modern drinking fountains to supply chilled water, its pictures have needed overhauling, and new desks have become a necessity. These desiderata are being secured. The High School auditorium will receive the attention required. New seats, originally promised for the end of 1946, are to be installed in February. New microphones are being acquired. A booth will be built for the projection apparatus. In 1947 this constantly used building will look fresher and more up-to-date. In addition to its use for regular class and laboratory sessions and student assemblies of every sort, it is the center of study hall activities and of motion pictures. Even Saturday morning study, which has been a very effective part of our program, is held in the High School Building.

This year the assembly programs in Visual Education carried out their purpose of presenting through films (a) pertinent facts about America, (b) a view of the international scene, and (c) latest developments in science and industry. Selected boys also attended the weekly Career Forums, sponsored by WCAU. Among topics discussed were: Radio and Electronics, Salesmanship, Career in the Railroad Industry, Department Store Management, Government Service, Television, Journalism, Chemical Engineering, Banking, Agriculture, Medicine, and Architecture.

The Head of the Department of Mathematics points to the special emphasis put on the work in mathematics in the first high school term. The advanced group covered more ground than ever. Two texts are used, one a conservative text, and the other very modern in its treatment of the subject, thus affording better content and perspective. The Orleans Prognosis Test in Geometry furnishes reliable aid in determining which boys are most likely to profit by the study of geometry. Dr. McIlhatten

makes several very constructive suggestions. He thinks greater emphasis should be placed on shop mathematics in the Industrial Arts course; he wants standardized tests in the fundamentals of arithmetic at the close of each term, to see when and where there is a loss of efficiency in these desiderata; and his department recommends that tests in basic mathematical knowledge be given to boys of S-1, and those who show definite weakness be given a review course.

The Head of the Department of Foreign Languages thinks that there should be a greater emphasis on French as a high school subject. He points to the "international illiteracy" that prevents a better understanding of one another on the part of the nations of the world. Not only should foreign languages themselves be stressed, he feels, but in the teaching of all subjects a knowledge of peoples—their mores, fears, frustrations, contributions, economic and social problems—should be stressed. Many sound educators, of course, are of the opinion that the average American now can learn more about the peoples of the world through reading in English than through the long and arduous study of a foreign language. But the years ahead will witness many changes in travel and communication, so that short, intensive, direct instruction in conversational courses will probably become common.

The fact remains, however, that the reduction and, in some cases, the elimination of foreign language study has had its effect upon the study of our mother tongue. The load of formal language study, never carried very satisfactorily in the lower schools, was borne largely by the Latin and other foreign language classes of the secondary schools. The load must now be taken up more vigorously by both elementary and secondary school English teachers. To develop a good spoken and written usage there must be a more sturdy underclothing of instruction in grammar and other formal aspects of language study developed by English teachers in an America which, by neglecting foreign language study, has lost its linguistic trousers.

An article in the *New York Times* of December 4 may overstate the case somewhat in saying: "Definite, specific courses

in vocabulary, syntax, grammar, and sentence structure from kindergarten (sic) through college are needed to teach competence in conveying ideas. Through cooperation of teachers there should emerge a uniform nomenclature in grammar, uniform symbols and abbreviations, and a clearer definition of minimum standards. There should be a tightening of grading in all courses and a refusal to give passing marks to written work which does not reach minimum requirements."

The Head of the Department of English believes that there is an unfortunate trend away from teaching the mechanics of English throughout the country, and he has intensified efforts here at Girard to counteract that tendency. No department in the College gives more thought to its course of study and the techniques of attaining its objectives than does the English Department. Bi-weekly meetings are held. There is a very conscious attempt to grade the work constructively according to both class ability and individual ability. Much time is spent on remedial work. Student activity is a specific aim and every effort is put forth toward the development of effective expression in oral and written work.

The work in hygiene has been greatly improved by breaking up the classes into smaller groups and thus making better use of the excellent material in the Science Department. The faculty committee studying our curriculum is giving thought to a better setup for the study of hygiene. There will also be a close scrutiny of the chemistry syllabi to eliminate overlapping in our work in chemistry in the senior, post-high, and vocational courses.

In the Social Studies Department evaluation of the use of visual aids has been made. Further use of the lantern and the radio will be developed, but it is amazing to note how much emphasis is now being placed on maps, blackboard work, charts, the weekly journals, source material, library books, and pamphlets. New projection material is being acquired and the old equipment repaired.

During the year of 1946 the Department of Commercial Studies has put more mathematical content into the work of the 2-2 term. Accuracy and neatness in figure-making have been given greater emphasis, more time has been allotted to typewrit-



*Photo by J. H. Hays*

THE 1946 FOUNDER'S DAY LOOKS TOWARD THE CENTENNIAL

### AN ACCOUNTING CLASS

*Photo by J. H. Hays*





ing, and greater attention has been given to current business changes. The guidance program has been strengthened, and the boys of the department have done more work than heretofore for other departments of the school.

The confidence that the Commandant of the Battalion has bestowed upon the boys has not been misplaced. More and more, individual officers are assuming adequate responsibility. This year there has been a definite tightening up on the older boys who seek many excuses to avoid drill. Such absences have been almost nil. The rating system the Commandant has developed has had great influence in such details as keeping the company rooms in order and properly caring for clothing. Our May exhibition drill is merely the fruitage of a long period of development.

Administratively the Mechanical School has become the Mechanical Department of the High School. But there have been no changes in the basic program. Mr. Hatcher expects some modification of the program, "but such changes will be mainly in the form of emphasis rather than eliminations or additions." He does recommend that just as soon as possible we establish a full trade course in plumbing and in welding. Drafting seems to be the most popular choice for vocational training at the present time. Much of the time of the Head of the Mechanical Department has been taken up in selecting and obtaining surplus government material for use in the shops and elsewhere in the College. This has resulted in the saving of much money.

## LIBRARY SERVICE

Appendix F presents a summary of Library statistics.

One value of statistics to the Librarian is their accuracy in pointing out trends in reading interests. For instance, the past year's circulation statistics show a marked increase in reading in the fields of Fine Arts, Literature, and Poetry, and a similar decrease in the reading of History. This is a complete reversal of the reading trends of the previous four years, and indicates a swinging away from the once absorbing interest in war literature.

In the popular realm of fiction the youngest boys read sixteen



percent more than in 1945, whereas the older boys decreased their reading in this field by six percent. However, these older boys continued to keep up their high percentage of reading in sciences, both pure and applied, proving that their aroused interest in these fields is not lagging. With each day bringing more published information on the subject of atomic energy, reading in this field will no doubt continue to increase.

The total amount of recreational reading done by the boys this past year was 36,325 books. The per capita estimate of this reading was about thirty books per boy. Breaking this down still further, we find that the older boys read at the rate of twenty-two books per boy, and the younger boys, who have much lighter school programs, read thirty-seven books per boy for the year. The use of reference books is difficult to measure. Few statistics are kept for this phase of the work as for the most part carried on under the guidance of the classroom teacher. The classroom collection is largely made up of reference books. Such books are requested by teachers for use in enriching the classroom work. Over six thousand books were sent to teachers this year for this purpose. Four thousand of these were sent to teachers in the Elementary Schools and two thousand to teachers of the seventh grade and Senior High School.

For several years the Library has tried to tie in the interests of the boys with book jackets exhibits in the exhibit spaces provided on the first and second floors of the Library. Early in the year many of our students brought in interesting and varied collections of souvenirs from the war areas of both the European and Pacific fronts. The boys took great pride in having these souvenirs placed on display, and in adding interesting bits of information about the articles and the peoples and the countries from which they came.

## HOUSEHOLD

In 1927 the house system which was introduced at Girard College for High School boys broke up the antiquated lock-step system of advancing boys, with its attendant disadvantages. The House system is widely used in the boarding schools of England

and in some boarding schools in this country, although in such schools there are doubtless smaller units of boys involved than at Girard and a more favorable student-housemaster ratio. This plan introduced a splendid intramural athletic program and built up house loyalties. However, it weakened class organizations, failed to produce leadership among the older boys, and caused social relationships to deteriorate. The range in each of the four houses was eight classes until Allen Hall was established for the graduating classes; then the range dropped to seven classes.

This was too wide an age span, and the lack of common interests was often to be noted in the living rooms, at dining tables, and in house meetings. Such grouping discouraged real leadership among boys of like age, set up improper class preferences, encouraged some bullying, and tended to establish a British type of "fagging" favorable to boys of the upper classes.

We sought a change that would eliminate the objectionable features of the house system and preserve most of its advantages. We were particularly eager not to lose our really notable scheme of interhouse athletics. We also wished to avoid a return to the disadvantages of the system prior to 1927. It is hoped that the arrangement adopted will not only reduce the ranges of ages and classes, but will also put an emphasis on class unity and furnish opportunities for group counseling and practice in ethics and loyalties that the wider age span never permitted.

Beginning in September boys leaving Lafayette Hall went to either Banker or Merchant Halls. These two Halls run parallel and remain natural athletic rivals. They contain members of the lower Sophomore and upper Freshman Classes and most members of the lower Freshman Class. Boys leaving either of these buildings go to Mariner Hall, which contains most of the lower Junior Class, the entire upper Sophomore Class, and some members of the lower Sophomore Class. Boys then go on to Bordeaux Hall, which contains the entire lower Senior Class and the entire upper Junior Class. Allen Hall continues to hold the members of the upper Senior or Graduating Class. Thus, no Hall will contain the members of more than two or three classes instead of seven or eight classes.

So far the change has worked well. No serious problems developed in carrying it into operation. The effect on interhouse athletics cannot be definitely measured as yet, for the North Playground was being resurfaced, and so many boys used the North Campus that interhouse athletics had to be curtailed. A series of games in soccer was arranged and played by teams from Allen, Bordeaux, and Mariner Halls, the teams representing classes instead of the houses as heretofore. Mariner's Junior-one Class won the series. The boys appear to like the new manner of living, and it has obvious advantages when social and other activities are arranged on a class basis. Its advantages will not be fully appreciated until it has stood the test of time.

Proposals to refurnish the boys' living rooms in Mariner, Merchant, and Banker as the corresponding rooms in Bordeaux were furnished in 1942 were studied by a special committee, as well as by the housemasters in the three houses. Up to the present time supplies of the kind of furniture required have been inadequate. Furthermore, the poor quality of furniture being manufactured delayed the final recommendations and the placing of the contract.

Attention was also given to the possibility of partitioning certain small areas of some of the dormitory buildings in order to provide small family apartments for senior housemasters. This would be an important step in a progressive lightening of the institutional atmosphere of the College. However, a careful study of this matter indicated that the buildings, as they stand, are ill fitted for such a change, that too many boys would be displaced and crowded further by the introduction of even modest apartments, and that desirable storage space would also be lost. The committee that investigated the matter agreed on the desirability of finding some means of providing such apartments but was unanimous in thinking that the result could not be satisfactorily achieved in the present buildings without some additional construction, which is obviously more or less out of the question. The study was, therefore, reluctantly abandoned.

Once more student life ran its normal course in Allen Hall. Mrs. Zarella, free from her engagement at the Infirmary, where her wartime substitute service as a nurse was greatly valued,

returned and helped to revive the teas, parties, and other forms of social life that were temporarily omitted during the war. The Seniors went to Washington again, new beds for the boys' study-bedrooms were on the way, the roof was repaired, and vocational and career forums were held as they were before the war.

The Class of June, 1947, will probably contain 73 boys, 16 more than there are in the present class housed in Allen Hall. Every effort will be made to find places for all of the Senior Class in that hall, although crowding for the next half year cannot be avoided. That is preferable to splitting off a part of the class and sending it to another building. Numbers in future classes will fall off a little, but there is no probability that there will be any unused space in Allen Hall in the immediate future. The Class of June, 1950, for instance, now has 75 members. It will be reduced somewhat in the next three years, but not below the comfortable limits of Allen Hall.

The concentration of upper-class boys in Bordeaux Hall resulted in a conflict between the self-help work and the morning study. We desired to reduce morning study as little as possible. An assignment of the work was made so that each boy missed only one morning study period a week. The demands of the Student Work Program were such that too few boys were left in the house to do the daily cleaning satisfactorily. Next term more workers will be retained in the house, a plan which will require each boy to miss two study periods a week. Fortunately, there has been no interference with the longer evening study period, and there is no evidence that the boys' progress has been retarded.

The cleaning service in the halls and basements of Lafayette and Good Friends, which had fallen rather heavily on the boys and members of the Household, was improved by the introduction of a more responsible and constant personnel into the Domestic Economy Department. New vacuum cleaners were provided for section use, and the old ones were more promptly repaired. By these means, dust and dirt were gathered up rather than thrown into the air, as was the case when brooms had to be used. With a complete housemaster staff, it was possible to reestablish shop-work in the basement of Lafayette. For some this provides a

proper outlet for physical energy, and those who want to make something in wood develop no little skill in the use of the common hand tools.

Several considerations combine to make it necessary to inculcate in the boys of the Junior School a feeling of security. They are the ones who have most recently lost their fathers, and there are many who can recall that experience. Then, too, they were only a short time ago separated from their families and entered entirely new and strange surroundings. The Household staff in the Junior School is well adapted to helping new boys feel contented and at home. Most of its members have had years of such experience. Among them there have been few changes due to the war, and they have learned to act naturally in their relationships with the boys. The latter have a feeling of dependence upon them which they do not seek to conceal, as they do a few years later. Having their home, school, and playground so near at hand helps to promote a community spirit. It is not strange, therefore, that their behavior is natural and free, and that newcomers very soon feel that they belong.

The boys learn democratic and cooperative living from actual life situations. Under proper care and with little assistance they acquire this knowledge as naturally as they learn to talk. Monitors for halls, sections, clothes, and shoes have their tasks to perform and in spite of their tender ages, they do their work with a real sense of responsibility. Discussions focused on some problem growing out of the life of the Junior School community, are held in the auditorium from time to time. They are concerned with "facts and things," and dealing directly and successfully with matters that concern themselves and their fellows promotes a wholesome atmosphere. In such discussions these boys show a greater degree of maturity than can sometimes be found in older groups.

The showing of selected current moving picture films continues. A small (16mm.) sound motion picture projector was added to the equipment, and this made possible the showing of a greater variety of films. The projector was used to advantage in the Junior School auditorium, and the usual program offered a half dozen reels on different subjects.

A slight increase has occurred in the last few years in the num-





MAJOR GEN. JAMES B. HERSHEY AND LIEUTENANT  
COLONEL JAMES M. HAMILTON ON FOUNDERS DAY

ACTION IN A SOCCER GAME



ber of boys of all ages going out for the Christmas, Easter, and summer vacations. In the past summer there were 432 boys with the College staff for at least part of the summer, whereas in 1944, when there was little difference in enrollment, there were 494. However, in the summer of 1932 the corresponding figure was 820. A reversal of economic conditions may easily increase the summer population.

## PHYSICAL EDUCATION AND RECREATION

Health habits are no more inherited than a knowledge of the Constitution. They must be acquired; and time, explanation, practice, and enthusiasm are necessary if the acquisition of them is to proceed effectively.

Rejections for military service in World War II were alarmingly numerous and the Government was confronted with the fact that as a nation we had been careless, indifferent, and complacent in regard to developing physical stamina among our youth. A realization of the need of physical preparedness swept over the land, and school rosters were overhauled to make room for five or six hours of physical education per week. Attendance at gymnasiums and health education became compulsory. With the end of the war, however, a tendency to forget or neglect the means of acquiring physical vigor gradually developed. Few high schools are continuing the wartime plan of four gymnasium periods a week plus one period of health education, although experience would seem to indicate they should be revising and improving their programs for developing health habits and practices.

The College has been, for many years, conscious of its duty to develop strong bodies. At the same time it continues to place emphasis in its physical and health education upon the development of sportsmanship, cooperation, leadership, and a sound philosophical outlook. These qualities, combined with good health, are always in demand, and the need for them in the future will not wane even if the method of exhibiting them is somewhat changed.



For further comment on intramural and interscholastic athletics, as well as daily outdoor recreation, attention is directed to the section of this report on Plant Maintenance and Business Operations, where important playground improvements are discussed, and to the section on Household, where there is reference to the effect of the new dormitory assignments on intramural sports.

The athletic teams of Merchant Hall, before the reassignment of boys, had a very successful year. They scored the greatest number of points in all forms of house competition. They were never lower than second place in soccer, basketball, swimming, track, and baseball. The house was equally successful in the battalion competitive drill, having won first place in January and in June. All this activity did not interfere with its high standard of scholarship. The scholarship trophy awarded at the end of each term for the highest scholastic average also went to Merchant both terms this year.

During the past year the College varsity teams gave a satisfactory account of themselves. The soccer team was again a contender for city championship honors. In the semifinal game with Northeast High School we were defeated in a well-played game by a score of 1 to 0. This score indicates fairly the slight difference in ability between the two teams. Appendix H presents the results in 1946 interscholastic sports competition.

The successful program of Corrective Gymnastics continues. Two hundred thirty-nine boys were given remedial exercises during the year, one hundred twenty-nine of whom were later relieved of the necessity of continuing them. These boys understand that the remedial exercises which they are taking are the result of a physical examination by the College physician, at which the teacher of corrective gymnastics was present, plus a conference between the doctor and teacher prior to the assigning of exercise. On Activities Night, featuring the work in Physical Education, the teacher of Corrective Gymnastics demonstrated some of the more common forms of physical abnormality and the methods used for their treatment and correction.

There was also a considerable group of boys on the restricted activities list. This group is composed, among others, of post-

operative cases and heart cases, and their need is for a restricted schedule of physical education and recreation activity which is within the limits of their physical abilities. Eighty boys have already been removed from the restricted list, and others will shortly be returned to normal activity. It is of interest to note the number of boys who were on the restricted list while at the College, and who subsequently were accepted by the armed services. Twenty were in the Army, eleven were in the Navy, and one was a Marine.

The number of Boy Scouts at Girard has decreased somewhat during the past year; there are several reasons for this. First, there was a loss of momentum during the war years due to the frequent changing of Scoutmasters and the partial discontinuing of the overnight hikes. Second, the number of boys in the College is now about 1300 instead of 1700, the number enrolled when the Scout movement at Girard was inaugurated. Third, there are now many more attractive and interesting activities for reserve boys to engage in on Saturdays than formerly. Fourth, mothers are much more eager to have their boys at home on Saturdays, partly because of improved economic conditions. Fifth, boys have considerably more spending money in their pockets, and Saturday is the only time in the week they can go to town for shopping or entertainment.

At a meeting of the Troop Committee recently it was decided that inasmuch as Air Scouting had now gotten under way for the older boys, it would be economical in men and money to discontinue temporarily two of our six troops and to concentrate on developing the remaining four into a more active organization. This plan seems to be developing in the right direction, though it is too early to state specifically the degree of success being attained. In addition to 36 "cubs" of pre-scouting age, there are 184 Scouts at Girard, including the Air Squad. The last named, composed of twelve older boys, is having meetings in one of the playrooms of the Junior School Building. A large new aeroplane motor has been supplied by the government, and we are promised a Link Trainer as soon as one is available. There will be instruction in model plane building, in model flying, in elementary ground training, and in some of the theory related to the heavier-

than-air flying machine. This promises to be attractive to the boys of the age at which scouting usually loses its appeal.

The lecture and entertainment program for this year is given in Appendix Z.

## THE COMMITTEE ON PROGRAM

In November 1943 the President of the College called together forty-one members of the staff under his chairmanship and invited them to constitute themselves a committee to study the entire program of the College and to make recommendations for improvements in all phases of its work. All members of the staff are convinced that the College is doing its work well, but nothing was ever so well done that it could not be done better. Moreover, Girard has never been static, and it is a recognized fact that most institutions cannot be static and are either moving forward or slipping back.

It was a large as well as a representative committee, the personnel of which appears in Appendix P, and it was undertaking a large task. for the President of the College asked the committee to prepare:

(1) a clear, concise statement of the way in which Girard College operates at the present time; the function of each department; the relation of each department to other departments; and the total life of the boy as it is related to the departments of the College;

(2) a statement of the philosophy and objectives of the College from an over-all point of view rather than from the point of view of a particular area, activity, or department;

(3) a statement of the deficiencies in our present program or organization, with a detailed list of the criticisms which have been justifiably made in respect to the effectiveness or lack of effectiveness of parts of the program, such a statement to include reference to compensating strong points in the program;

(4) a restudy of our entire schedule; and

(5) recommendations as to how shortcomings may be corrected, and improvements effected.

In other words, this survey of program was to provide answers to certain questions that we might well ask ourselves. What are we attempting to do, and with what structure are we making the attempt? Where are we falling short, and why? Where have we reason to feel particularly gratified? What can we do, especially within our limitations, financial and otherwise, to improve our work?

The Committee on Program has been continually at work in the last three years and many benefits resulting from its labors can be observed in the day-to-day operations of Girard. Three subcommittees have already completed their tasks, and their reports have been approved by the Committee in the order of their submission. These are the subcommittee which studied the organization of the College of which Mr. Lauris R. Wilson was chairman, the subcommittee on philosophy and objectives of which Dr. Raymond I. Haskell was chairman, and the subcommittee that evaluated the program against the background of the approved philosophy and objectives. Of the last Mr. Emil Zarella was chairman. A fourth subcommittee, which has submitted interim reports of value, is studying schedule and possible recommendations under the chairmanship of Mr. S. Herman Macy.

Probably the College as a whole has never before attempted to formulate the philosophy and objectives derived from the Will of Stephen Girard, from the century of experience of his great educational foundation, and from the best thought of those who are now carrying on the work of that foundation. The formulation is therefore a matter of considerable importance. Appendix Q presents the philosophy of the Girard College program, while Appendix R sums up its objectives. Appendix S embodies the comment made by Dr. Raymond I. Haskell before a recent meeting of the staff on the philosophy and objectives formulated by his subcommittee and approved with slight changes by the Committee on Program.

The report of the subcommittee that evaluated the College program against the background of the approved philosophy and objectives is by no means too detailed for all who are seriously endeavoring to glimpse the whole Girard picture. It has great value as a presentation not only of what we believe is good in our program and of desirable changes that may be effected in the near future or eventually, but also of needs not easily satisfied that ought not to be lost sight of. It is too long to print as an appendix to this report even in the abbreviated form employed in Appendix R in which Objectives are summarized. However, Appendix T embodies the comment made by Mr. Emil Zarella, chairman of the subcommittee on evaluation, before a recent meeting of the staff.

The meeting referred to was held because of a conviction that the greatest gains from the work of the Committee on Program could only be fully realized with the cooperation of the entire staff and through giving them a knowledge of what is being attempted.

One department head of the College said in his annual report to the President: "Outstanding in my opinion is the contribution which has been made by the Program Committee. I would certainly not wish to submit this report without indicating the real value which I feel has been gained from the efforts of this Committee. In my opinion it is a much sounder and more valuable approach than could possibly be gained by having an outside group attempt to make such a survey. It has been both valuable in terms of the suggestions which have been forthcoming, as well as an educational experience for the large group which has been allowed to participate. I would certainly recommend it as a procedure to be followed at least every decade."

In many directions the deliberations of the Committee have resulted in changed procedures, different emphases, and minor reorganization. It is unquestionably wise to conduct a careful self-evaluation in any institution. In such a survey "what oft was thought but ne'er so well expressed" is given adequate expression, and what is even more important, in such a statement entirely new ideas or ideas that have been only half thought out are welcomed and treated as friends.

## THE HEALTH SERVICE

Appendix D presents the statistical reports of the infirmary and its divisions for the year.

Girard College experienced in 1946 one of its most healthful years. What appeared to be incipient epidemics faded out, and a comparative study of diagnoses would indicate that the Infirmary was used more prophylactically than medically. Even the restricted activities list reflected this. The number of discharges greatly overbalanced the additions; consequently the list was shorter on the thirty-first of December than it has been at any time since its inception. The number of active rheumatic attacks reached a low of seven. There were no deaths during the year.

It is with continuing satisfaction that we view the checking and correction of dental as well as of other physical difficulties. In a large city school system seventy-nine per cent of the 45,000 children examined were found to have dental defects in one year. Parents were advised of these defects, but fewer than twenty per cent of those so advised took their children to family dentists or to clinics for treatment. At Girard all possible corrections are made.

## THE DEPARTMENT OF STUDENT PERSONNEL

Appendix J provides a statistical picture of the work of this department during the year.

Complete psychological and school placement examinations were given to 263 candidates for admission, as compared with 265 for 1945, 275 for 1944, 284 for 1943, and 239 for 1942, the last being the lowest figure in the last ten-year period. Of those examined this year 36 were back for a second examination and 10 for a third.

The testing program for students in the Seventh Grade has been increased by the inclusion of certain types of individual examinations, as well as those formerly presented to the group.

The Remedial Class has had another year of real progress. During the year 26 boys were in the class at different times. In 1945 the experiment of having one boy report for tutorial help to the Remedial Class one hour a week proved so successful that it was enlarged in 1946. Seven boys were given special help in various fields.

We welcomed the return of Dr. Smith from a colonelcy in the Medical Corps and his resumption of his psychiatric work. After being back several months, he made an interesting observation which, we should like to think, shows that the College has made progress even during the war years: "The psychiatrist, after an absence of two and one-half years, comes back noting certain changes have been occurring in the College which show that there is much favorable growth in the handling of behavior problems in an individual manner. Although Girard College may have been unable to undertake continued treatment of the more severe behavior disorders, the changes that have occurred in recent years point to the fact that it is becoming easier to handle a greater variety of behavior variations without imposing on the essential College program."

The number of boys receiving treatment for speech defects totalled 42, an increase of nine over last year's high of 33. Of the total, 21 had infantile mutilations. These are not difficult to work with, and represent the type in which a complete cure can be effected, while stammering involves longer periods of training. For a small percentage of the stammerers no more than an improvement can be hoped for. Each boy is seen at least twice a week; 32 of the 42 cases have three lessons per week. The Director continued the practice of calling back at least twice during each term boys who have previously had corrective speech work in order to check on the permanency of the results of their training, and at the same time watch for any relapse or return to their former faulty speech habits.



PART OF THE SPEECH BY ROBERT A. TAFT IN NEW YORK

ARCHITECTURE IN NEW YORK







## ADMISSION AND PLACEMENT

The return of Colonel Pritchard from the Air Forces enabled the Department of Admission and Discharge to devote more of its energies to job counseling and to the placement of veterans, and enabled Mr. Macy to devote more of his time to helping qualified alumni gain admission to institutions of higher learning.

By June, most of our approximately two thousand World War II Veterans had returned home. The formal operation of our placement service continued, but the major part of its function took the form of patient listening, and of encouraging and counseling Girard veterans who were trying to make satisfactory readjustments to civilian pursuits. In this connection, it is worthy of note that the attitude of returning Girardians was far better than that reported generally by other agencies for veterans facing this difficult problem. Several alumni expressed the thought that the basic education and discipline received at Girard College, prior to their period of military service, accounted in large degree for the splendid attitude.

Of an approximate one thousand Girard veterans returning from military service in 1946, about one-third went back to their old jobs at better rates of pay; another one-third entered, or are waiting to enter, colleges under the "G. I. Bill of Rights" The final one-third, with the help of the college, its alumni, and other agencies, were able to obtain new and better-paying positions for themselves.

Many Girard veterans returned to their old employers because of promotions offered them. Those who accepted new jobs are well located both with respect to security and opportunity for promotion. It is estimated that a hundred veterans still await admission to colleges, but many of them are scheduled to start not later than September, 1947.

The Department of Admission and Discharge is still checking upon the college attendance of the veterans. At least seventy higher institutions of learning, in all sections of the United States, have Girard men on their rolls. Thirty-one Girardians are in the University of Pennsylvania, twenty-seven in Temple, and twelve

in Drexel. Few men took advantage of the Pennsylvania College Centers, for they recognized the insurmountable difficulties involved in transferring to other colleges and universities next year. Further reference is made to attendance in colleges and universities in the section of this report entitled *Alumni*.

Approximately fifty alumni benefited from the use of various funds, as indicated in Appendix K. Over \$15,000 was allotted to alumni from income of trusts under the supervision of the Committee on Minor Trusts of your Board. In the Alumni Loan Fund, twelve loans totaling \$1278 were made during the year, and returns totaling \$800 were received. Two hundred and twenty-one Girardians have made use of the Alumni Loan Fund since its beginning. A total of \$42,728.13 has been lent. Of this money, \$23,178.37 has been repaid. One hundred and thirteen accounts have been paid in full.

Despite unsettled postwar conditions, Girard men are in demand. The great majority of lost-job opportunities resulted from the fact that no suitably qualified Girardian was available at the time the job opening came to the attention of the Department of Admission and Discharge. Girard veterans have developed noticeably during the war and are desirable candidates for positions. Even our graduates seem a bit different from those of pre-war days. The Superintendent of Admission and Discharge from his vantage point observes: "The social program and other innovations at Girard over the past five years have doubtless contributed greatly to a more mature and a better poised Girardian."

The average compensation of seniors entering their first jobs this year, and the average compensation of all placements in 1946, were 52% and 40% higher respectively than in 1941-42. Inflation, of course, is the reason for this, but the Department is preparing for future vicissitudes. It is fostering among Girard alumni a greater degree of cooperative action with respect to the placement of Girardians. It is carrying on a more vigorous direct mail campaign with employer clients. This will grow as the result of the expanded facilities provided by the recent installation of an addressograph plate system. It is planning to develop a state-

wide system of Alumni Placement Committees established in strategic localities. It is improving and systematizing the follow-up procedure for recent graduates and non-graduates. Finally, it is hoped that the Girard student body from Senior-two down to Junior-one can be made more familiar with placement conditions outside the College. This project can be carried on in the form of periodic reports, discussion periods, plant visitations, and seminars with business and industrial leaders present.

The present status of admissions results from burning the candle at both ends. Appendix I presents admission statistics for 1946, but does not show that we have admitted more boys this year than in several past years in order to maintain a school population of thirteen hundred students. Admission has been less selective, and it was to be expected that the elementary school teachers would compare the slowest of our new students unfavorably with those of previous years. We shall have fifty fewer new applicants from which to select the boys to be admitted in February, 1947, than were available for February, 1946, and a further drop in selectivity can be anticipated. In the past, the least able boys who have been admitted have been unable to graduate on time or to advance beyond their mental level. Boys who later find themselves in academic difficulties, with or without complicating disciplinary aspects, are frequently those who have been accepted as border-line cases. This is not necessarily an argument against the acceptance of such cases, especially in a period when the application list is short. Most boys of this sort may require some extra attention by the entire College. Some fall by the wayside in spite of every effort made to help them. Others come through and develop satisfactorily, justifying their admission as reasonable risks. The Board's decision, at the May meeting, to accept boys born outside Pennsylvania, gave the opportunity to attend Girard to twelve boys this year who otherwise could not have entered.

Of one of the activities of the Department of Admission and Discharge its Superintendent writes: "The public relations carried on by this Department throughout the past year, have included the usual procedures used in previous years. However,

we have learned that best results in securing applicants for admission are obtained when community contacts are personalized. Newspapers, radio, and periodicals continue to serve as publicity media, but the appointment of an alert, active, interested alumnus who is well-established and successful as a citizen in his community, provides the best avenue through which to promote the filing of applications.

"Setting up this program in different parts of the State has continued throughout the year. Two week-end conferences were held, at which time twenty-six men were trained for their duties. I feel that we have been fortunate in the selection of the thirty-nine alumni (thirteen started their work during 1945) as Alumnus Representatives in their respective communities. With few exceptions, some public relations activities have been instituted in each area. . . .

"It is a tribute to the alumni body at large that from among its members these non-professional agents have been willing to devote their time and energies to such a worthwhile project."

## STUDENT RETENTION

Those connected with the administration of a school are naturally interested in how many of those admitted are able to withstand the rigors of the course and qualify for graduation.

Recently the Superintendent of Admission and Discharge was asked to find out how many graduates there were among a group of 1000 boys consecutively admitted two or three decades ago. Similiar figures were also requested for a group of 1000 more recently admitted whose relationship with the College must have terminated within the past few years.

A group of 1000 boys consecutively admitted between September 1918 and February 1924 was studied. Those who graduated from this group completed their work between 1927 and 1934. The second group of 1000 consecutively admitted students came to us between September 1924 and September 1932. The graduates in this second group left between 1933 and 1944.

Of the earlier group, 69.6% successfully completed the work

of the Post High School, the High School, or the Intermediate High School. The corresponding figure for the second group was 76.6%. If the boys who received certificates at the end of the Intermediate High School are deducted, as not being boys who completed a full High School course, the figures are 58.9% and 64.6% respectively for the two groups.

These figures would impress the ordinary layman or the educator connected with the public schools as being quite high. Student retention figures elsewhere are of a different character.

The most recent report on the matter contained in an age-grade-progress survey by the educational research division of a large city school system shows that in that system "less than a third of the possible 12th grade enrollees are actually in grade 12." Grade 12 is the last high school year and it is to be noted, of course, that not all 12th grade enrollees complete the requirements for graduation. In 1940 the high schools of the city referred to had "reached the peak of their retaining power, when almost half of the possible 12th grade enrollees were actually in school." It is difficult to say how many of these enrollees were graduated, but the 1940 census giving national figures shows that 32% of the population from 20 to 24 years of age (the group that would have been in the 12th grade between 1934 and 1938) had completed four years of high school.

Since Girard College has a male student body, such comparative figures as we have need further refinement. In grade 8 in most city schools the number of male enrollees begins to drop below 50% and continues to decrease until only 44% of the students enrolled in grade 12 are boys. In other words, "boys have dropped out of school in far greater numbers than have girls. . . . In grades 10 through 12 a larger proportion of the boys are overage and a smaller proportion of them are underage than is true of the girls. This condition obtains in spite of the fact that more boys are transferred to Orthogenic-Backward and Orthogenic-Disciplinary classes than girls, and boys drop out of school in greater number than girls. . . ."

By native endowment our boys are only slightly better than other boys, so that these comparative figures are very favorable

from our angle. Since our boys are subjected to high standards and must complete a double-purpose curriculum instead of the usual curriculum and in 11 years instead of 12, the relatively high percentage of our student retention can be attributed, in part, to the successful work of our staff and the benefits of a controlled boarding school environment.

It is interesting to note that of the 573 boys in the High School, 264 are one or more terms ahead of schedule. There were 200 ahead of schedule last term. At present 33 boys are retarded a term or more, as compared with 36 last term. This is a very favorable picture and one that we always have to look at, inasmuch as our "leaving age" requirement is a relentless one. It means that each boy's progress must be followed much more closely than in most schools, that work in our summer school must be prescribed where necessary, and that the staff and the boy and, if possible, his mother, must all be keenly aware of the necessity of his keeping in step.

In a detailed report about this matter the Principal of the High School stated that three members of the Senior-two class are three terms ahead. Two members of the Senior-one class are four terms ahead, while two are three terms ahead. In the entire Senior-one group only one boy is retarded. In most classes no boys are retarded more than one term. There are only eight boys in the entire High School who are retarded an entire year.

Appendix O presents figures showing the number of boys advanced or retarded according to age.

## ALUMNI

H. G. Wells defines a successful man as one who exerts a "permanent influence through service." When William Penn complained in his *Reflections and Maxims* that education was not taking pains enough to make men, he said something reminiscent of Henry Hanby Hay's boast in the Girard College song that Girard was "making men."

Not only in business and professional life, but also in their college records, have Girardians proved themselves men. In the



WAGNER AND OTHERS IN A LINE IN THE VICTORY

# THE WOMAN GOVERNMENT







spring semester of 1946, the last for which grades are available, the fifty-three alumni enrolled in colleges and universities made an excellent record. Over 56% of the subject grades were either "A's" or "B's," the remaining grades, also passing, were "C's" or "D's," except 3% which were below passing. Of the nine grades below passing, five were made by two alumni who were admitted to a state university without recommendation by Girard. Our boys generally are giving a good account of themselves in a variety of institutions, including Bowdoin, the University of Cincinnati, Columbia, the University of Denver, Drexel Institute, Haverford, Johns Hopkins, the University of Kansas City, Lehigh, Ohio State University, the University of Pennsylvania, Penn State, the University of Pittsburgh, Princeton, the University of Rochester, Syracuse, St. Joseph's, Temple University, and the School of Business Administration at Harvard University.

This term the attendance is even larger, since so many alumni are availing themselves of the opportunities open to veterans. The Principal of the High School has this to say of them: "Scores of our returned veterans are now in college or are looking forward to enrollment in college or university during the coming year. We are eagerly and anxiously awaiting early reports telling us of the type of work our boys are doing. Never before have we had so good a measuring stick by which we could judge our product as now. It is indeed hard to refuse recommendation to boys desirous of entering college, but our educational institutions are crowded, weak students will be dropped ruthlessly, only the most capable are wanted, and Girard must jealously guard its standing in college and university. In former years fewer boys went on to higher institutions of learning, and those who did go were our very best product. Despite the fact that practically all of them had to devote no inconsiderable part of their time to earning a portion of their living expenses, their records were in the main outstanding. Now many more boys than usual are in college, some of lesser ability and some of medial achievement, but many still in need of self-help. Their combined record will be a splendid criterion of the background we have given them in character training idealism, and classroom instruction. We await the record with keen interest."

Concerning our daily relations with individual alumni, Dr. Melchior adds: "All through 1946 there has hardly been a day when one or more former students have not come back to visit the High School—boys coming back from the armed services, boys about to go into military or naval service, boys on their way to college, boys ready to take up their old jobs or find new ones. Nothing can be so heartening as the expressions of regard and affection that come from the hearts of these young men. Truly they love their old home and school. The flood of Christmas greetings that come to the members of the staff is further evidence that leaving Girard does not mean forgetting Girard. Many, many times one hears the expression, 'How I'd like to come back!' "

Not so long ago one of the Girard Alumni officers asked for the views of the President of the College about alumni organization. The President said in part: "It is difficult to define an intangible thing like loyalty to an old school, but I do know that every alumnus who is worthy of the name feels that loyalty. The Alumni Association enables him to express his loyalty in concrete terms and to unite his strength with that of others in advancing the interests of Girard College.

"As I see it, the Alumni Association has a great opportunity to present Girard College to Pennsylvania and to the world at large as a unique adventure in American education. Scattered individual effort, however loyal, will not aid Girard as much as united effort in maintaining the school as one of first rank.

"Naturally Girard College is a living organism, changing from day to day, and the one means that an alumnus has of keeping in constant touch with it is through the pages of the 'Steel and Garnet.' Here he may read of the latest activities of his classmates and of other Girardians in whom he is interested, of what the local clubs and class organizations are doing, of what changes occur in the faculty and the rest of the College staff, and of how Girard is moving ahead to its centenary celebration and to the beginning of its second century. We are all news conscious, and I should think that the magazine would have its appeal to the individual alumnus. But even more important perhaps is the opportunity that an

organized alumni body has to aid the school in which its sympathy and interest are centered.

"The Alumni Association can serve as a strong bulwark of defense. It can provide information about Girard to mothers of likely candidates who do not possess that information. It can advance the good name of Girard through the communities of Pennsylvania, and it can provide employment opportunities for our younger alumni. It can aid in the building up of scholarship and loan funds. It is no exaggeration to say that in these and other ways the Girard College Alumni Association has been steadily increasing its usefulness to its members and to the College."

Support ought to be given to the statement made by an alumnus that the greatest single contribution its sons could give Girard College at the time of the Centennial would be the maintenance of a strong, unified Alumni association.

## FOUNDER'S DAY

Founder's Day, Saturday, May 18, 1946, was a special occasion with a special program and a record-breaking attendance due to the return of many alumni who had served in the armed forces. As usual, the College buildings were open to the alumni and many of them attended the morning Chapel service at which the President of the Girard College Alumni Association, Lt. Colonel James M. Hamilton, '04, and a veteran of the Second World War, Lt. Colonel Rexford E. Tompkins, '33, addressed the student body. Luncheon was followed by the usual reception of alumni, staff, and guests, by the members of the Board and President and Mrs. Odgers. The alumni parade contained some special features.

The day was marked by the rededication of the World War Memorial Monument in honor of veterans of both World Wars. The usual concert presented by the musical organizations was replaced by a rededication service at which the speakers were Mr. Joseph Gilfillan, President of the Board, Lt. Colonel James

M. Hamilton, '04, President of the Girard College Alumni Association and Commandant of our Battalion, and Major General Lewis B. Hershey, Director of the Selective Service System. President Odgers presided both at the service and at the brief ceremony that followed at the Monument itself, which had been moved from its place between Mariner and Merchant Halls to a more desirable site east of Founder's Hall. Mr. George F. Norton, '11, a member of the Board of City Trusts and a veteran of World War I, made the address of rededication on behalf of the Board, and Mr. Marvin T. Fassett, '39, a hero of World War II, gave a response. Mrs. William H. Hoyt, the mother of William H. Hoyt, '38, and Robert M. Hoyt, '39, both of whom are numbered among our Gold Star Alumni, unveiled the reinscribed base of the Monument. Major General Lewis B. Hershey was also the Reviewing Officer for the traditional Battalion Drill and Dress Parade.

## THE SUMMER SCHOOL

The names of the summer school staff are listed in Appendix C. It was an unusually competent group of professional people, strong in fundamental training, personality, and specialized preparation.

Cooperative participation marked the work of all teachers on the summer school staff. In previous summers the chapel exercises had been conducted by the principal or the supervisor of the instructional program. During the past summer the chapel program was conducted by a different member of the summer school staff each day. Similarly, the music program was shared by several talented members of the staff. This sharing of leadership resulted in variety and enabled the boys to become familiar with all members of the summer school staff. Under this plan the chapel program also offered opportunities to groups of students, both at the high school and elementary school level, to share with the entire summer school student body the results of their activities. This sharing was especially significant in such fields as music, language arts, and physical education.



MRS. WILLIAM H. HOWARD, THE REINCARNATION OF THE  
WORLD-WAY MOVEMENT

REINCARNATION OF THE WORLD-WAY MOVEMENT, A MOVEMENT IN THE WORLD-WAY





The enrichment program of the summer school was introduced four years ago. Teachers in this program face challenging assignments. In this program the meeting of individual interests and needs is of primary importance. The teacher is not concerned primarily with the mastery and measurement of knowledge and skill but with experiences, attitudes and interests. Methods of teaching which are fitted to the individual as well as to the group must be utilized. It is necessary that the teacher analyze quickly the abilities, interests and needs of the boys in each group. Presentation of new material makes use of attractive devices and much enthusiasm, and is substantiated by a thorough understanding of child nature and psychology. Appeal to the boys' curiosity, close observation of their reactions, and use of dramatization, all help to make the presentation effective. Close attention to the boys' questions and their trial achievements help the teachers in measuring progress and satisfaction in the activity. The teacher realizes that such satisfaction will encourage the boys to greater and more sustained effort. The whole enrichment program is a social situation in which the boy as an individual is considered to the greatest possible extent.

In the summer school tutoring classes the instruction is largely individual. Each boy works at his own level and is allowed time for the mastery of each unit before progressing to the next. Emphasis is placed on the individual's own self-appraisal. Insofar as possible, competition between the boys is eliminated. Rosters were so prepared that each boy was given at least one study period for each assigned subject. This period was generally in the room of the subject teacher. A few boys, early in the summer, were given extra study periods at their own requests. Toward the end of the session a few more asked for extra time to prepare for their final examinations. It was possible in all cases to grant these requests. Where possible, each boy was also assigned daily to the Armory and to the pool.

Appendix M presents a summary of the degree of success attained by each High School tutoring group in the Summer School and Appendix L gives comparative percentages for the four preceding years. The Principal of the High School made the



comment: "We were very much pleased with the results of the summer session. There were fewer boys assigned to summer school than usual, and more boys than ever before were successful in removing conditions. The summer school staff did a fine job and our boys spoke very highly of the teachers."

The Junior High School tutoring group is always one of the most interesting and challenging classes in the summer school. It is composed of a group of adolescent boys who in addition to their scholastic difficulties frequently present problems of personal adjustment. The teacher who has served as tutor of this group for the last four years expressed the opinion that the size of the group this year, thirteen in number, enabled him to do more individual teaching and counselling than in previous years when a larger number of boys were assigned to him. All instruction in this class was conducted on an individual, diagnostic, and remedial basis.

Middle School tutoring for a small group of boys was completely successful. The "tutoring cards" furnished by the members of the regular Middle School faculty were very complete and were invaluable to the tutors in planning the work of their classes.

Although every class in the summer school may be considered, in the broader sense, as contributing to the enrichment program, there were, nevertheless, certain classes specifically designated as enrichment classes. Activities in the enrichment classes are organized on the basis of co-operative planning by teachers and boys. Each boy works with a small group, with the class as a whole, and also makes individual contributions. Each boy is given individual responsibility and at the same time is expected to work with others. The growth in social responsibility is equally as important as the acquisition of knowledge. The enrichment class has as its major aim the selection and provision of experiences which will add to the cultural background of the boys. These may be experiences not usually provided in the elementary school curriculum or they may be activities briefly touched upon in the regular school program because of time limitations, but developed here to a more satisfying degree.

In the latter part of the summer session of 1945, an art class

was added to the enrichment program. This instruction proved to be so interesting to the boys that this year the art class became a regular part of the summer school program. The primary purpose of this art activity is enjoyment. Many boys, at first, showed no immediate desire to participate, deterred by what seemed to be a fear of "drawing", but the wish to join a group that seemed to be alive and interesting, and the urge to express themselves soon overcame their shyness. The subjects were varied and included designs of informal balance and floral motif, masks in decoration, heads, figures, and cartoons. Imagination, free-expression, and harmony in line and color were stressed. As media, chalk and charcoal were used most often. These were selected because they permitted very colorful results in a very short time. A surprising knowledge of color sense was shown by the boys in their drawing and their desire to acquire even more knowledge of color and its properties.

The summer program in physical education embodied five main features: physical education, recreation, self-testing events, leaders' group, and swimming. The roster was arranged to permit every boy, except those restricted, at least one hour of recreation and one hour in the pool each day. With this arrangement, the instructors both in the Armory and in the pools felt that they obtained a complete picture of every boy's behavior at play.

Physical education activities included games of high organization, such as soft ball, soccer, and volley ball; apparatus work, such as exercises on horse, parallel bars, buck and mats; antagonistic games, such as hand wrestling; and games of low organization, such as dodge ball, kick ball, circle games, running, and novelty relay races. During the latter half of every period each boy was permitted to choose his own recreational activities, which included badminton, tennis, ping pong, stunts on the mats or apparatus, ten pins, basket ball, shooting goals, hand ball, and box soccer. This year, in addition to the standard games, many playground games were enjoyed.

Every effort is made to have all boys on the restricted list spend as much time as possible with the boys on the regular summer school roster. Boys on the restricted list are probably

more in need of the socialization program of the College than many boys who are in good physical condition. To this end, the roster of the restricted boys—the R classes—duplicates that of the regular classes except when the latter are assigned to physical education activities and the work squad. As substitutes for these activities, restricted boys are given an extra enrichment or handwork period, and a rest period. This arrangement makes the necessary provisions for restricted boys without too much segregation.

Visits outside the College provided older boys with some of their most enjoyable experiences of the summer. More than twenty trips were made. It was the first summer in five years that it was possible to visit many places which had been barred to visitors during the war. A partial list of the places visited includes the United States Mint, an ice cream plant, the roof of the PSFS building, the Atwater Kent Museum, the Philadelphia Southwest Airport, the Police Radio Room and the Fire Alarm Room in City Hall, the Franklin Institute, the United States Army Quartermaster's Corps, a milk company, the Academy of Natural Sciences, the United States Naval Base in Philadelphia, the United States Post Office in Philadelphia, the Zoological Gardens, the Philadelphia Art Museum, the Aquarium, and several manufacturing plants.

## THE SUMMER CAMP

The Camp was used for the entire season for the first time since 1942. So many difficulties promised to beset its use in 1943 that it was not opened at all. In 1944 and 1945 it was used for six and a half weeks each summer for 140 and 115 boys respectively. In 1946 boys went to the Camp in three groups of 134, 128, and 107, a total of 369. All the boys were included who were available when their age-groups were at Camp. The staff consisted of the Superintendent, six senior and five junior councilors, with members of the Domestic Economy Department to carry on the food service and check incoming supplies. The Camp Staff is listed in Appendix B.

Swimming, boating, fishing, hiking, nature study, camp craft, and handicrafts were included in the program, in which all participated as their strength and abilities permitted. Boys chiefly from a city environment made an intimate friend of forest, lake, and wooded hill. A rhymster among the councilors paid his respects in verse to the opportunity offered at the Camp:

"Here's just the place for rest and relaxation  
The shimmering lake, the stately trees,  
The coolness of the evening breeze—  
Ideal to fill your soul with inspiration."

The deer that visited the Camp in 1945, now fully grown, resumed her visits. She made three calls, remained for an hour at a time, declined food the boys offered, had her picture taken, and went her way to the woods. Among younger fishermen, for reasons of safety, the precaution is taken of removing the barbs from fishing hooks. By this means, injuries to boys are lessened, and the fish when caught are not harmed and may be returned to the lake, probably to be caught again. One of the younger group caught 27, another, 32, and still another, 64. Fishing one day from the dock with this rude equipment, a fourteen-year-old boy hooked a big mouth bass, 22 inches in length and weighing 5¾ pounds. The fish was mounted, brought to the College, and exhibited in the Library.

The same councilor-poet previously quoted suggests the lengths to which boys will go in collecting fauna at the Camp:

"The animals they find and keep  
Would almost cause your skin to creep.  
Their hunting methods sure need no correction.  
I almost half believe it's true  
That even Philadelphia's Zoo  
Has never had so varied a collection.

" 'Tis nothing to wake from your rest  
And find a frog upon your chest,  
Or, maybe, even snakes beneath your covers.  
Around the floor the reptiles crawl

And salamanders on the wall,  
Would even chill the blood of nature lovers."

In spite of warnings that such collections of wild life should be left at the Camp, one boy succeeded in bringing to the College a small turtle, which was named Moby Dick, Jr. But College life did not agree with him, and soon he showed signs of failing health. One day a group of boys on a trip to the Philadelphia Zoo took the turtle along and showed him to the curator of the reptile house. He recognized the turtle at once as a specimen of terrapin rarely found in Pennsylvania. It is a red-bellied terrapin or slider turtle and showed signs of having travelled a great distance. Moby Dick, Jr., was left at the Zoo, and now when some of the smaller boys go there on their trips, they always call to see him.

Some new equipment, including a hot water heater, was purchased for the Infirmary. Some new row boats and other equipment and repairs are needed in the future.

This summer films were shown at the Camp for the first time. Two were on animal life of the Pennsylvania woods. American Red Cross representatives paid a visit in July and gave a demonstration of water safety, swimming, boating, and canoeing. During the last period when the older boys were in Camp, eleven of them successfully passed their senior Red Cross Life Saving Tests.

## THE GIRARD COLLEGE CENTENNIAL

Under the general direction of Messrs. John A. Diemand and Owen D. Evans, as Chairman and Executive Secretary respectively, the Centennial Committee has been making preparations to celebrate in 1948 the one hundreth anniversary of the opening of the College. A tentative program of events has been approved, beginning with Activities Night in 1947 and closing with a Centennial Week in May 1948.

Activities Night late in November of 1947, will serve as the opening gun of the Centennial Celebration for the boys and the

staff; it will be an entirely home project largely for home consumption. Three performances of the Christmas Concert are planned in December of 1947 with an expanded vocal program emphasizing Christmas features. The January and June commencements of 1948 will be arranged with an eye upon the Centennial. The March Mothers' Day will be definitely the mothers' event in the Centennial season since the mothers of the boys will have no primary place in any other event.

The main events of the Centennial will fall on May 19, 20, 21, and 22, the last of which will be Founder's Day. Educational conferences or symposia, with emphasis on secondary education, will be held. The Philadelphia Bar Association will present McKaig's "Girard," and this will be supplemented by pageant episodes in which Girard students will appear under Mr. Henry V. Andrews' direction. For the evening of the actual birthday of Girard, May 20, there are plans for presenting a notable program in which speakers of city, state, and national prominence will pay tribute to Stephen Girard and his foundation.

Other planned features include exhibits of Girard's furniture and effects and of Girardiana of various types; booklets on the Chapel, Founder's Hall, Girard as an educational pioneer, a brief running story of the College, a visitors' guide book to the campus and buildings, and another booklet summing up some of the achievements of Girard alumni. In addition a picture brochure will be on sale containing about eighty illustrations showing a cross section of student life in the College. There will doubtless be some special radio programs during the Centennial season.

An Alumni Centennial Committee under the chairmanship of Mr. Louis Stotz is actively planning a number of special events. It has popularized among the alumni and students the slogan, "We Have a Date in Forty-eight."

## FOUNDER'S HALL

The proposed improvements in Founder's Hall were discussed in the President's Report for 1945. It would appear that the general scheme recommended by the staff committee that studied

the matter can be carried out although unexpected postwar difficulties have been encountered. The central purpose of these improvements was, of course, to provide a hub of social activities during the Centennial season and subsequently, as well as a place where the Girard furniture and other Girardiana can be most effectively exhibited.

Excessive costs have brought about a drastic revision in the detailed plans. The painting and marble cleaning that should be done will probably cost more than \$12,000 and is a necessary maintenance item that must be met in any case. Wiring will be reduced to the circuits necessary to provide minimum service, but the panel boxes will be made adequate for any future installations that may be contemplated. Much of the proposed electric wiring and installation of electrical fixtures will be eliminated. The purchase of new furniture and many draperies will have to be deferred. If we see our way clear in the future to install these and other deferred items, we can do so at the sacrifice of a very small amount of the painting and plastering which we now propose to do. Necessary plumbing work in connection with kitchen and toilet facilities, the required partitioning, the electrical wiring, and the conditioning of the Girard furniture and effects are already under way.

A card catalog of the relics, with detailed descriptions, has been completed, and the first of photographs to be attached to the cards have been made. Complete appraisals have been made according to which the total valuation, excluding silver which is a separate appraisal, amounts to \$46,428 market value and \$83,503 insurance value.

## THE SOCIAL PROGRAM

This was the second full year of the operation of the social program under Miss McGhee's direction, the purpose and scope of which were outlined in the President's Report for 1945. The program has borne much fruit and is proving its worth. It followed and built upon the many activities started during the fall







THE RECEIVING LINE AT A SENIOR RECEPTION

THE GRAND MARCH AT A CADET OFFICERS DANCE



term of 1944 and carried on during the full year of 1945. In addition, various new phases of our program were developed in 1946. In a short time much social ice has been broken and much social confidence achieved. Perhaps the best proof of this comes from the graduates themselves who, returning from time to time, speak unhesitatingly of the improvement as they see it.

Classes are held for the One-one boys once a week during the entire term, at which Miss McGhee meets them for the purpose of discussing social conduct. Though some of our young men seem to think at times that they could rewrite the etiquette book—and would like to—nevertheless most of them are interested in knowing the accepted social customs. They realize that good manners are a passport to help them on their way toward poise, social success in school, in business, and in life in general.

The late O. O. MacIntyre has frequently been quoted as saying that he never saw an unsuccessful man with shoes shined, trousers pressed, shirt clean, and a flower in his button hole. Undoubtedly the average person feels better when he knows that he looks well. Even more important is the lift or self-confidence that comes from good manners and the knowledge that he is equal to the occasion. Yet every young man has to learn by precept and example that gentlemen are not sissies, that the gentleman—the Girardian—must be courteous, gracious, and understanding at all times, and that the more of a gentleman he becomes the better chance he has of getting ahead in the world of men.

The cycle of evening parties for the unorganized classes has been completed. In like manner, the series of afternoon affairs which was begun last year for the older boys—one to precede each class dance—also has been put into full effect this year. This second series of parties has proved more successful and useful than we ever anticipated. One innovation was the Senior Prom for both Senior groups and another was the Senior-one Open House held in Bordeaux Hall, an informal evening consisting of movies, games, dancing, and refreshments, which is still talked of by the Seniors.

Dance instruction, especially since the autumn, when a widely known instructor who had returned from the Navy to civilian

life took it over, has advanced with the full effort and cooperation of the boys. His predecessor was very successful, but somehow the boys feel a confidence developed by instruction from a man that was not possible under the teaching of a woman, and they are proud of his coaching of the Mask and Wig Club of the University of Pennsylvania and other organizations.

The boys' Swing Band played for all but three of the College dances. Its business manager and leader is to be congratulated on his musicianship and the businesslike manner in which he has attended to the Band's affairs. Indeed, all the members of the Band should be commended for the fine contribution they have made to the social life of the College. Although music for the dance band does not come within the range of the instruction offered in music here, there is merit in the suggestion made by more than one that its technique would be greatly improved if some instruction were provided for it. The Band is good, but it could become distinguished.

Miss McGhee makes an interesting comment on the modified house system discussed elsewhere in this report: "The change in living arrangements of our young men at Girard has effected a very happy and helpful situation as far as my work and interests are concerned. Living by classes was one thing I always hoped for—even before the development of my special interest in the social life of our young men. It grieved me to see the boys electing their class officers by house popularity rather than choosing the man best suited for the position. Under the old arrangement the group lost the solidarity that should have existed for the best interest of the class. Under our previous plan it was possible that not all boys really knew their own president. The fact that such is no longer the case is of great help to me. If perhaps some cliques do develop within a class, at least they will not be the result of building rivalry. The boys themselves have been very free in expressing their own approval of this new arrangement. This advantage, occurring as the first result of our living by classes, is followed by a close second. Now we can have more building socials—more opportunities to mix, mingle, and know each other better."

## PLANT MAINTENANCE AND BUSINESS OPERATIONS

Perhaps the outstanding change of the year in our physical facilities occurred in the play areas. The North Playground had been in need of surfacing for a quarter of a century. Loose stones, which kept coming to the surface, made it unsatisfactory, if not dangerous, as a playing field for interscholastic games. Such contests were scheduled for the West Playground, with the exception of soccer, which was played on the grass-covered campus north of Founder's Hall.

The surfacing of the North Playground was begun in August. The area, with the exception of the concrete walks on the south and east sides, was graded west to east and the pitch reduced so that surfacing material similar to that used on the West Playground twenty years ago could be applied without danger of erosion. A surface mixture of two-thirds loam and one-third sand was then applied eight inches in depth, after concrete retaining walls had been erected on the east and south sides. The resulting surface promises to be all that could be wished as a place for older boys to play. Because of a delay in erecting the guard rails on the concrete bulkheads on the east and south sides, it has not been safe to use the playground up to this time. Meanwhile the older boys of Allen, Bordeaux, and Mariner Halls have been playing their games on the North Campus.

A previous survey of the other playgrounds had indicated that the surfaces of the Junior School and House Group Playgrounds would have to be relaid. The asphalt with which they were covered thirteen years ago had, through the action of frost or some other force, cracked, separated from the earth beneath, and was breaking into small pieces as the boys played upon it. It was clear that a complete resurfacing of the two areas was the only satisfactory treatment. The old surfaces were broken up, the debris was removed, the underlying earth was rolled hard and treated with a preliminary coating of asphalt cut-back, and then a bituminous mixture was applied and rolled with an eight-ton roller. The Armory basement wood floors, much warped and dirty from successive floods were removed and replaced with the same material.

Girard College, aside from extraordinary non-recurring expenditures, amounted, according to the Comptroller's statement, to \$1,937,257.22, an increase of \$256,240.40 over the corresponding figure for 1945. These figures include the Emergency Allowances previously classified as extraordinary expenditures. The average number of students maintained was 1306, which represents a reduction of 43 from the figure for 1945. The per capita cost for 1946 was therefore \$1,483.35, an increase of \$237.23, or approximately 19% over the 1945 figure. A comparison of expenditures between the year under review and 1941, the last year prior to our participation in the war, is interesting. Total actual ordinary expenditures for the maintenance of Girard College in 1941 amounted to \$1,628,535.19. The comparable figure for 1946 was \$1,937,257.22, representing an increase of \$308,722.03, or 19% over the 1941 figure. The average number of students maintained in 1941 was 1694, as compared with 1306 in 1946.

Since the amount spent in 1946 for subsistence was \$298,527.48, the per capita cost for subsistence calculated on the basis of boys only, numbering 1306, was \$228.504, or \$.6924 per day. If, however, all the officers and employees who are entitled to meals be included (boys 1306, officers and employees 328, total 1634), the per capita cost is \$182.697, or \$.5536 per day. The per capita cost per day for 1945 was \$.5228 for boys only and \$.4218 if others be included. There were thus increases in 1946 over 1945 of \$.1696 and \$.1318 a day respectively. In this calculation, as in those of previous years, only eleven months or 330 days to the year have been counted. The two summer vacation months are counted as one, since approximately one half our regular number are supplied with meals during this period.

The Girard College budget for 1947, which your Board approved early in December, reflects the increases in salaries and wages, present costs and the trend of prices upward, the requirements imposed by deferred maintenance and the wartime "darning up" of needs, the desirable restoration of normal "stock on hand," and the possible resumption on September 1, 1947, of the operation of the House Group, long closed because of the domestic help shortage.

## CONCLUSION

The year 1946 might be summed up as the first full postwar year and as one in which there was an attempt to return to normal operations. The attempt was not completely successful owing to circumstances affecting the world at large and quite beyond the control of the staff, which put a great deal of energy into the effort.

Perhaps the outstanding change of the year was the modification of the house system for boys in the upper halls. If we must reconcile ourselves to the maintenance of large groups in the upper halls, it would appear that an opportunity for every boy to live and work at his own level in all phases of school activity could be provided only by grouping boys of approximately the same age together and avoiding an age spread as great as four years.

Other landmarks of the work of the year have been the resurfacing of the recreation areas, the return of the summer camp to full activity, the placement in civilian positions and the enrollment in colleges and universities of hundreds of alumni who had been in the armed forces, the progress of the deliberations of the Committee on Program, and the generous salary and wage increases throughout the College granted by your Board.

Again it is my desire to express grateful appreciation of the cooperation, confidence, and friendship accorded me both by members of your Board and by the staff of the College.

Respectfully submitted,

MERLE M. ODGERS,

*President*

# APPENDIX A

## CHANGES IN STAFF IN 1946

### RESIGNATIONS

Leah M. Newton, B.S., Teacher, Elementary Schools	January 31
Alfred L. Eichelberger, B.S., Ed.M., Housemaster	March 4
Allen H. Jones, A.B., A.M., Housemaster	June 3
Roger E. Barton, D.D.S., Assistant Dentist	June 30
Harold M. Miller, B.S., M.S., Playground Teacher	July 31
Wilfred B. Wolcott, Jr., A.B., A.M., M.S., Ph.D., Teacher, High School	August 31
William R. Landrum, A.B., Housemaster	August 31
Edith Satterthwaite, Governess	August 31
E. Pauline S. Nickel, A.B., Teacher, Elementary Schools	August 31
Marie L. Winton, B.S., Teacher, Elementary Schools	August 31
Albert J. Gares, A.B., A.M., Teaching Housemaster	September 2
Luther F. Ehlman, B.S., A.M., Relieving Housemaster	September 4
Carl Santoro, A.B., Industrial Supervisor	September 4
Betty J. Metzger, R.N., Nurse	October 1
Charles R. Heed, M.D., Ophthalmologist	December 1

### APPOINTMENTS

Virginia E. Haschke, B.S., Teacher, Elementary Schools	February 1
Laura M. Hartz, B.S., Teacher, Elementary Schools	February 1
Gertrude G. McClellan, R.N., Nurse	February 5
Nancy E. Hill, Governess	March 1
Harry Busch, Postal Clerk	May 1
Ruth A. Steiner, B.S., Governess	August 1
Araminta R. Gilman, R.N., Nurse	August 1
Neal W. Allen, Jr., Teacher of Foreign Languages, High School	September 1
Margaret E. McFate, A.B., B.S., M.L., Teacher-Librarian, Elementary Schools	September 1
Edith E. McCorkle, B.S., Teacher, Elementary Schools	September 1
Bess Sutton, B.S., A.M., Teacher, Elementary Schools	September 1
Charlotte A. Floyd, B.Ed., Teacher, Elementary Schools	September 1
A. Carl Patterson, B.S., Playground Teacher	September 3
James A. Keegan, B.S., Housemaster	September 4
Edward J. Mankiewicz, B.S., M.S., Housemaster	September 4
Dorothy J. Trautwein, B.S., Playground Teacher	September 5
Marcella Nissley, B.S., M.Ed., Teacher, Elementary Schools	September 30
James B. Lendrum, Substitute Housemaster	October 4
William B. Cooper, B.S., Substitute Relieving Housemaster	October 12
James L. Finley, D.D.S., Assistant Dentist	October 15

Harry L. Riley, Instructor in Machine Shop	October 22
G. Vernice Vantrien, Governess	November 1
Nira K. Timchenko, B.S. in H.E., Assistant to Dietitian	November 18
Kathleen M. Dooley, R.N., Nurse	November 1
William T. Hunt, Jr., M.D., Ophthalmologist	December 1

#### RETIREMENTS

Mary J. McFarland, Teacher, Elementary Schools	August 31
Edith M. Bregy, Teacher of Art	August 31
Minerva R. Saunders, Governess	September 5
Benjamin F. Zimmerman, Machine Shop Instructor	October 31

#### DEATHS

Charles M. Cooper, Retired Printing Instructor	May 27
Helen A. Wilson, Retired Elementary Schools Teacher	August 18
Anna H. Rainier, Retired Governess	August 18
Ula W. Echols, Retired Teacher-Librarian, Elementary Schools	December 6

#### TRANSFERS

Owen D. Evans, A.B., A.M., Superintendent, Mechanical School, to Executive Secretary, Centennial Committee	August 31
Creel W. Hatcher, B.S., Ed.M., Assistant Superintendent and Instructor in Foundry to Head of Mechanical Department of High School	September 1
George A. Shuster, Assistant Instructor in Foundry to Instructor in Foundry	September 1
John A. Small, Playground Teacher to Industrial Supervisor	September 1
Harry Busch, Postal Clerk to Assistant to Assistant Chief Engineer	December 23

### APPENDIX B

#### GIRARD COLLEGE CAMP STAFF — 1946

Superintendent of Camp	George B. Diamant
Visiting Camp Physician	Philip F. Ehrig, M.D.
Resident Nurse	Mary Bonenberger, R.N.

##### SENIOR COUNCILORS

Elmer J. Binker, Jr.  
 Claude F. Larimer  
 Frank Pipito  
 Glen M. Weakley  
 Raymond Reiff  
 Mark S. Rice  
 Edwin H. Robinson

##### JUNIOR COUNCILORS

Edward Anderson  
 Walter J. Gregonis  
 John R. Hess  
 Manlio M. Mattia  
 Charles M. Melchior



## APPENDIX C

### STAFF OF SUMMER SCHOOL — 1946

Principal	Charles K. Hay
Supervisor of Instructional Program	Russell M. Leonard
Supervisor of Recreational Program	Wilbur DeTurk
Supervisor of Recreational Program	Jacob D. Geiger
Supervisor of Auditorium Activities	Norman P. Smith
Tutor and Chairman of Tutors of High School Subjects	George F. Humphreys
Tutor of High School Subjects	Charles C. Smith
Tutor of High School Subjects	John A. Nevin
Tutor of High School Subjects	Lillian Lowenfels
Tutor of High School Subjects	Edward B. Thiele
Tutor of Junior High School Subjects	John J. Welsh
Teacher of High School Enrichment Program	Dr. Robert C. Wiltbank
Teacher of High School Enrichment Program . . . . .	Milton O. Pearce
Teacher of Music and Auditorium Activities . . .	Harry Wilkinson
Teacher in Target Practice	Major Thomas J. Kernaghan

### TEACHERS OF RECREATIONAL ACTIVITIES

I. Edward Branhut	Christian Koch, Jr.
Thomas P. Larkin	A. Carl Patterson

### ELEMENTARY SCHOOL TEACHERS

A. Harold Fluck	Lillian A. Reece	Laura Harmon
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#### ENRICHMENT PROGRAM

Edna M. Hemphill  
 Bernard G. Kelner  
 Virginia Sheller  
 E. Woodward Waltz  
 Margaret E. Wiegand

#### HANDWORK PROGRAM

Gertrude M. Ehinger  
 John T. Mladjen

## APPENDIX D

### HEALTH SERVICE STATISTICAL REPORT

The following is a record of the diseases, operations, and other matters of record for which students of the College were under observation in the Infirmary during the year of 1946:

Abscess	3	Ileitis	1
Adenitis	3	Keratitis	1
Athletes foot	1	Lacerations	5
Appendicitis	21	Lymphangitis	1
Bells Palsy	1	Lumbago	1
Bronchitis	7	Mastoiditis, Acute	1
Bursitis	2	Measles	52
Burns	1	Mumps	50
Catarrhal Icterus	3	Myalgia	2
Cellulitis	19	Nephritis	1
Chicken Pox	14	Observation	12
Concussion, Brain	1	Otitis Media, Acute	27
Conjunctivitis, Acute		Otitis Media, Chronic	2
Catarrhal	2	Pneumonia, Lobar	18
Contusion	25	Pneumonia, Bronchio	1
Deviated Septum	9	Redundant, Prepuce	50
Dietetic Indiscretion	336	Rest	1
Enteritis	2	Rheumatic Infection	7
Epiphysitis	2	Scabies	5
Erythema	1	Serum Reaction	42
Fracture	17	Sinusitis	4
Furunculosis	11	Sprain	11
Hematoma	4	Squint	1
Herpes Zoster	1	Tumor	1
Hernia	8	Rhus toxicodendron	3
Hydrocele	1	Urticaria	3
Hyperthyroidism	1	Upper Respiratory Infection	637
Impetigo	1	Vincent's Angina	5
Influenza	1	Total	1036

#### OPERATIONS

Appendectomies	20
Circumcisions	50
Extraction of Teeth	17
Herniorrhaphy	8

Submucous Resection .....	8
Varicocele .....	2
Hydrocele ..	2
Pericentesis .....	1
Exploratory operation .....	1
Muscle Advancement .....	1
Miscellaneous ..	25
	<hr/>
Total.....	135

#### DISPENSARY TREATMENTS

Infirmery	51,268
Otolaryngological	769
Ophthalmological	1,900
Dental	13,076
	<hr/>
Total	67,013
Average number of Hospital days per patient:	5.475
Average daily census: ....	23.2

#### APPENDIX E

##### Student Enrollment by Ages December 31, 1946

<i>Age</i>	
6	20
7	53
8	80
9	102
10	124
11 . . . . .	113
12	121
13	141
14	137
15	146
16	141
17	108
18	13
	<hr/>
	1299

**APPENDIX F**  
**SUMMARY OF LIBRARY STATISTICS**  
**BOOK CIRCULATION IN MAIN LIBRARY**

Book Classification	Main Department		Children's	Total	Total
	Boys	Adults	Room	1946	1945
General Works	255	37	5	297	54
Philosophy . . . . .	58	105	2	165	242
Religion . . . . .	76	143	239	458	358
Sociology and Folklore	847	467	2621	3935	4063
Languages	52	22	36	110	124
Science	435	129	970	1534	1428
Useful Arts	945	352	1022	2319	2368
Fine Arts	1044	292	1294	2630	2151
Literature	851	314	448	1613	1375
History	1326	284	743	2353	3226
Travel	401	193	592	1186	1254
Biography	922	487	1076	2485	2534
Fiction . . . . .	8350	3198	11689	23237	22134
Periodicals	26	11810	0	11836	10673
Total Circulation	15588	17833	20737	54158	51984
Main Department Circulation	Boys . . . . . 15588			15588	16283
	Adults . . . . . 17833			17833	16995
Children's Room Circulation			20737	20737	18706
Grand Total Book Circulation				54158	51984

**ATTENDANCE IN MAIN LIBRARY**

		1946	1945
Main Department Attendance	Adults . . . . .	1886	2013
	Boys . . . . .	37902	39558
Children's Room Attendance		16787	15027
Grand Total Attendance		56575	56598

**ELEMENTARY SCHOOL LIBRARY-LABORATORY**

	1946	1945
Number of films loaned for classroom use	702	664
Number of slides loaned for classroom use	2063	2152
Attendance of boys for research	4166	5866
Attendance of boys for group activities	5227	7721
Teacher-Librarian conferences	120	64

**BOOKS ADDED TO THE LIBRARY**

Non-Fiction . . . . .	1608
Fiction . . . . .	1192
Periodicals (Bound volumes) . . . . .	6
Total number of volumes added to the Library in 1946 . . . . .	2806
Total number of volumes discarded and lost in 1946 . . . . .	680
Total accessions to date . . . . .	94143
Total unaccessioned bound volumes to date . . . . .	7165
Total discarded and lost to date . . . . .	16024
Total approximate number of volumes in the Library in 1946 . . . . .	85284

APPENDIX G

STUDENT ENROLLMENT BY GRADES

October 31, 1946

<i>Grade</i>	<i>Totals</i>	<i>Cumulative Totals</i>
Post High School	16	16
S-2	57	73
S-1	74	147
J-2	58	205
J-1	71	276
2-2	84	360
2-1	75	435
1-2	77	512
1-1	75	587
7B	65	652
7A	67	719
Remedial	5	724
6B	64	788
6A	61	849
5B	60	909
5A	60	969
4B	52	1021
4A	57	1078
3B	53	1131
3A	43	1174
2B	43	1217
2A	42	1259
1B	33	1292
1A	13	1305

## APPENDIX H

### INTERSCHOLASTIC SPORTS RESULTS — 1946

	<i>Won</i>	<i>Lost</i>	<i>Tie</i>
Soccer	12	1	2
Fencing	8	1	
Swimming	5	3	
Baseball	6	5	
Track	3	3	
Basketball	5	6	
	<hr/> 39	<hr/> 19	<hr/> 2

## APPENDIX I

### ADMISSION STATISTICS — 1946

On list, December 31, 1945	198
Registered in 1946	+218
	<hr/> 416

#### Removed from list:

Admission	179
Withdrawal:	
Voluntary .....	23
Not acceptable	8      31
Became ten years old.....	13
Improper registration .....	1

Declination:

Mental	19		
Mental and Physical	16		
Physical	6		
Financial	1	42	—266

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On list, December 31, 1946:

Held for re-examination	83		
New cases	67		150

## APPENDIX J

### DEPARTMENT OF STUDENT PERSONNEL CONTACTS

#### DURING 1946

Individual Admissions Examinations	... . . . .	263
Individual Conferences with Boys		392
Individual Conferences with Mothers		48
Individual Speech Lessons (42 boys)		799
Individual Vocational Guidance Examinations (2-2-1, 2-2-2, 2-1-3 Groups)		168
Group Vocational Guidance Examinations		168
Individual Personnel Examinations (Psychological)		42
Individual Psychiatric Interviews		178
Individual Conferences, (Alumni, Staff Members, Visitors, etc.)		172
Group 7B Testing (2 terms)		153
Individual 7B Testing (2 terms)		153

## APPENDIX K

### ASSISTANCE TO ALUMNI FOR HIGHER EDUCATION

#### In the Year 1946

##### JAMES E. LENNON FUND

Donald D. Baker, University of Pennsylvania  
Umbert Cantalamessa, Bowdoin College  
Thomas Howell, Kenyon College

##### JAMES H. WINDRIM FUND

Radcliffe H. Allen, University of Pennsylvania  
Paul P. Budenstein, Temple University  
William Drumheller, University of Pennsylvania

##### GEORGE L. MEYER FUND

Marvin T. Fassett, University of Pennsylvania  
Harold Sherman, University of Pennsylvania

##### JOHN R. NEISON FUND

George Applegate, University of Pennsylvania  
Samuel Asquith, University of Pennsylvania  
Donald D. Baker, University of Pennsylvania  
Theodore Brandow, University of Pennsylvania  
James Bryan, Ohio State University  
Umbert Cantalamessa, Bowdoin College  
John A. Fischer, Dickinson College  
Marshall Guntrum, University of Rochester  
Harry N. Harris, University of Denver  
Thomas Howell, Kenyon College  
Henry Jones, Temple University  
William Kavalkovich, Lehigh University  
William R. King, University of Pennsylvania  
Robert E. Krider, University of Pennsylvania  
Dominic Menta, University of Pennsylvania  
John W. O'Hara, University of Pennsylvania  
Vincent Raba, Temple University  
Blair A. Thompson, Pennsylvania State College  
Bernard Toscani, Bowdoin College  
Lawrence Weiskrantz, Swarthmore College



William T. Williams, University of Pennsylvania  
Howard Williamson, University of Kansas City

#### LAWRENCE TODD FUND

Irving Aschendorf, University of Cincinnati  
Frank DeSanto, Temple University  
Carmen DiGiovanni, Haverford College  
Arnold Ehrlich, Johns Hopkins University  
Clarence D. Fassett, Temple University  
Marvin T. Fassett, University of Pennsylvania  
Benjamin O. Gould, Temple University  
Robert E. Grawe, Temple University  
Harlan L. Harner, Rutgers College  
Robert P. Johnston, Pennsylvania State College  
Walter T. Kelly, Pennsylvania Academy of Fine Arts  
William Malloy, St. Joseph's College  
Adrian Marshall, University of Pittsburgh  
Manlio M. Mattia, University of Pennsylvania  
Edward H. Roberts, Drexel Institute  
Alfred Smeraglio, Temple University  
Thomas E. Nawalinski, Drexel Institute  
Donald Panaro, University of Pennsylvania  
Michael J. Pohorilla, University of Pennsylvania

#### ALUMNI LOAN FUND

Umbert Cantalamessa, Bowdoin College  
Marvin T. Fassett, University of Pennsylvania  
Dennis Mergo, Bucknell University  
George Moyer, Temple University  
Thomas Howell, Kenyon College  
Robert P. Johnston, Pennsylvania State College  
Robert P. Johnston, Temple University  
Walter E. Kelly, Academy of Fine Arts  
William R. King, University of Pennsylvania  
Francis H. McGovern, St. Joseph's College  
John W. O'Hara, University of Pennsylvania  
Dominic Menta, University of Pennsylvania  
Cheston S. Olsen, Philadelphia Conservatory of Music  
William H. Otto, Drexel Institute  
Alfred Smeraglio, Temple University  
Blair A. Thompson, Pennsylvania State College  
Domenic Toscani, Bowdoin College  
John D. Warnock, Pennsylvania State College

## APPENDIX L

### GIRARD COLLEGE SUMMER SCHOOL — 1946

#### COMPARISON OF PROMOTION RATES (Percentages)

	1946	1945	1944	1943	1942
Electricity	100	100			
English*	100	100	87	90	96
Health Education	100				
Language	85	96	100	100	96
Mathematics	94	96	84	97	69
Mech. Drawing	100	100			
Science	94	100	86	89	86
Social Studies	100	100	100	100	85

\*Based on English Tutor's recommendations. Regular English Department makes final decisions.

## APPENDIX M

### GIRARD COLLEGE SUMMER SCHOOL — 1946

#### SUMMARY OF HIGH SCHOOL TUTORING GROUPS

	On Roll	No. Passing
Electricity	3	3
English	17	17*
Health Education	5	5
Language (French)	20	17
Mathematics	54	51
Mechanical Drawing	4	4
Science	16	15
Social Studies	7	7
<b>TOTALS</b>	<b>126</b>	<b>119</b>

\*Recommended by English Tutor. Final disposition decided by regular staff.

## APPENDIX N

### ADMISSION APPLICATIONS 1929-1946

<i>Year</i>	<i>New Applications During Year</i>	<i>On List December 31st</i>
1929	413	624
1930	437	663
1931	463	488*
1932	379	490
1933	378	451**
1934	342	384
1935	325	332
1936	320	340
1937	306	272
1938	353	319
1939	350	330
1940	325	314
1941	261	250
1942	178	188
1943	229	210
1944	246	222
1945	209	198
1946	218	150

\*The admission of 200 additional boys in 1930 caused the large drop in year-end figures between 1930 and 1931.

\*\*Among the factors that have often been mentioned as causes for the downward trend in applicants, beginning after 1932, are a drop in the birth rate up to the war period, the large amount of help available to mothers during the depression and subsequently, and more recently the high earnings of workers during the period of the defense program and the war.

## APPENDIX O

An analysis of the High School student body showing  
numbers advanced and retarded

<i>Class</i>	<i>No. in Class</i>	<i>No. Advanced One or More Terms</i>	<i>No. Retarded One or More Terms</i>
S-2	57	34	4
S-1	74	40	1
J-2	60	27	3
J-1	71	27	8
2-2	84	38	3
2-1	73	25	3
1-2	79	40	6
1-1	75	33	5
<b>TOTALS</b>	<hr/> 573	<hr/> 264	<hr/> 33

## APPENDIX P

### MEMBERS OF COMMITTEE ON PROGRAM

Mr. Robert T. Anderson  
 Mr. Henry V. Andrews  
 Mrs. Eleanor E. Badger  
 Dr. Edward L. Bauer  
 Mr. Charles E. Bowman  
 Mr. William L. Campbell  
 Mr. E. Newbold Cooper  
 Mr. Edwin H. Craig  
 Mr. Joseph A. Davis  
 Miss Janet H. Deininger  
 Mr. John C. Donecker  
 Mr. George H. Dunkle  
 Miss Hazel Erchinger  
 Mr. Owen D. Evans  
 Mr. George O. Frey

- Mr. Karl R. Friedmann
- \*Mr. Albert J. Gares
- \*Miss Margaret K. Harvey
- Dr. Raymond I. Haskell, Chairman of Sub-committee on  
Philosophy and Objectives
- Mr. Creel W. Hatcher
- Mr. William Jamison
- \*Mr. Wayne F. Lawrence
- Mr. S. Herman Macy, Chairman of Sub-committee on Recommen-  
dations and Schedule
- Miss Miriam McGhee
- Miss Elizabeth McMicking
- \*Miss Leah Megilligan
- Dr. D. Montfort Melchior
- Mr. Malcolm J. Nicholson
- Miss C. Ruth North
- Dr. Merle M. Odgers, Chairman of Committee
- Mr. Alford G. Otto
- Miss Pauline Ranck
- Mr. Benjamin Rothberg
- Miss Elizabeth M. Schanely
- Miss Louise G. Sigmund
- Miss Ethel A. Sipple
- Mr. John H. Smith
- Mr. William C. Sparks
- Mr. R. Foster Stevens
- Mrs. Ruth K. Stouder
- Dr. Edward M. Twitmyer
- Mr. James D. White
- Mr. Lauris R. Wilson, Chairman of Sub-Committee on Organization
- \*Dr. Wilfred B. Wolcott, Jr.
- Dr. Morris Wolf
- Mr. Emil Zarella, Chairman of Sub-committee on Evaluation
- \*Members of the original committee who are not now members of  
the staff.

## APPENDIX Q

### PHILOSOPHY OF THE GIRARD COLLEGE PROGRAM

The development of a philosophy upon which the program of Girard College is to be based must be preceded by an attempt to visualize a way of life in which an individual may achieve a full realization of his personal and social destiny. This way of life should reflect the cumulative influence of home, church, school, friends, work and play experiences, and all other environmental factors affecting the young citizen. His total growth, during his childhood, adolescent, and early adult life, is inevitably moulded by the interaction of these influences. The nature of the society in which the Girard College alumnus is to live, work, and serve should also be considered.

An over-all philosophy, as it pertains to a Girard College boy, should embody the development of the individual physically, mentally, spiritually, and socially. The boy should develop a desirable way of life through the provision of a rich environment, worth-while activities, and a cooperative and friendly relationship with those concerned with his program. From the beginning he should experience a continuous unity of relationship and through it grow to an understanding of what makes for harmonious adjustment and happiness in the society of which he is a part.

Good health fosters vital and constructive living; therefore, the first consideration should be to preserve and promote the bodily and mental health of both the individual and the whole group. Of no less importance are the environmental influences, institutional and personal, which persuade the growing boy to that high sense of honor, moral worth, and ethical character which direct people by force of habit to live honest, decent, and useful lives.

The American lives in a democracy; therefore, the foundation for its perpetuity should be laid by pursuing a democratic scheme, both in pattern and spirit, throughout the boy's life. All activities should be set up and improved to further this ideal, so that from the start he feels at home, observes that he is needed and wanted, learns to tolerate, appreciate, and serve others, develops willing-

ness and ability to accept responsibility, and acquires respect for the opinions, rights, and property of others. Thus will he learn to promote the common good.

The effort of those who participate in the work of the College should be directed at all times towards providing the environmental influences, the activities, the guidance, and the example that will best facilitate the boy's adjustment to this democratic society.

The Girard College philosophy must include consideration of the background of the students; therefore, it is the responsibility of all members of the College community to develop a relationship which will enable our boys to experience as fully as possible the warm loyalty and cooperative sharing that are the essence of family living. This thought is implied in the will of Stephen Girard, where he says, "I am particularly desirous to provide for such a number of poor white male orphan children, as can be trained in one institution, a better education as well as a more comfortable maintenance than they usually receive from the application of public funds."

The development of the individual boy, physically, mentally, spiritually, and socially, depends upon the cooperative effort of all departmental members, especially those in most intimate contact with the boy and his needs. Each staff member should combat any tendency towards operating within the walls of his own cubicle. Only as the walls of the cubicle are lowered to the point where they cease to obstruct vision, or to block cooperative and effective action, can the optimum welfare of the entire boy be estimated and accomplished. The development of this sense of overlapping responsibility requires that four vital, preliminary considerations be observed.

- (1) The maintenance of constant liaison among all departments of the College.

- (2) The encouragement of all efforts of boys and adults to establish a relationship of loyalty and mutual understanding.

- (3) The conveying to each staff member of the fact that his participation is expected and is welcome.

- (4) Wisely permitted access to all compiled information concerning any boy.

## APPENDIX R

### OBJECTIVES OF THE GIRARD COLLEGE PROGRAM

(Note: The objectives are quoted exactly from the original report. The subheadings, or related objectives, are condensed into a single paragraph under each objective.)

**OBJECTIVE ONE:** *Adopt and develop ways and means to preserve and protect the individual and group health of its community.*

This can be realized by examining all pupils physically; by maintaining modern hospital facilities, both medical and dental; by providing immediate diagnosis and treatment; by providing similar diagnosis and treatment with psychological and psychiatric facilities; by providing approved opportunities for recreational and correctional exercises; by maintaining professional supervision of diet, of purchase and preparation of food as well as the personnel handling it; by conducting frequent inspections of all equipment that concerns health maintenance; by avoiding all activities and dormitory arrangements detrimental to health; by giving instruction and practice in sound health habits; and by providing adequate, hygienic, and properly styled clothing.

**OBJECTIVE TWO:** *Maintain an environment which will contribute to the development of high ideals, good character, and the will to work.*

This can be realized by providing homelike surroundings in good taste; by eliminating overcrowded conditions; by employing only highly qualified personnel; by insisting on high standards of decorum and good manners; by emphasizing the importance of spiritual and aesthetic factors in environment; by stressing the importance of the Chapel service as a means to certain ends; and by striving to obtain the best efforts and highest accomplishment of which each boy is capable.

**OBJECTIVE THREE:** *Teach boys to think intelligently, as far as their several abilities permit, so that they may by force*



*of habit learn to reach good judgments and perform commendable actions in everyday living.*

This can be realized by providing differentiated courses, procedures, and objectives for individual differences; by integrating standards and methods at certain ages and periods; by emphasizing mastery of fundamentals in all classes; by stressing quality of performance and discouraging the superficial in accomplishment; by developing intellectual honesty; and by fostering independence in thinking—discouraging the practice of thinking in the patterns of either habit or groups.

**OBJECTIVE FOUR:** *Provide abundant opportunities in which boys will be recognized and feel needed as individuals, have a sense of security, and be able to exercise the fullest expression of their better selves.*

By extending the practice of student government and group participation in activities which serve the best interests of the College community; by extending the powers of existing organizations so as to give boys more opportunities to participate; and by setting up a plan of long-term personal guidance in which one older person has a small group of boys.

**OBJECTIVE FIVE:** *Develop activities in which boys will learn to cooperate and to behave generously, tolerantly, and sympathetically in their contacts with others.*

By developing wholesome school spirit, the concept that all Girard boys are "brothers," and an increasing cooperation and mutual understanding between adults and boys through enlarged chances to work together in College affairs; by inaugurating a long-range campaign designed to exercise desirable patterns of behavior; by developing the concept among boys of their responsibility to a larger community; and by providing experiences that will increase their sympathetic understanding of various races of people and the essential kinship of humanity.

**OBJECTIVE SIX:** *Provide means to help boys attain economic self-sufficiency after they leave the College.*

By maintaining suitable vocational instruction; by familiarizing pupils with the values, uses, abuses of money, and the ways

of earning, saving, and spending it properly; and by providing the instruction and opportunities for personality development that will help boys adjust themselves later to their fellow workers and to their environments.

**OBJECTIVE SEVEN:** *Develop appreciation of the cultural and spiritual heritages of various races of people.*

By familiarizing boys with the best in art, science, literature, and music; by cultivating a true sense of beauty and refinement; by developing the habit of seeking the best in thought, feeling, and conduct; by developing appreciation of leaders, peoples, and movements that have contributed to the welfare of our fellow countrymen; and by leading boys to appreciate the people, ideas, and ideals that have improved civilization.

**OBJECTIVE EIGHT:** *Foster a genuine appreciation of Stephen Girard's benefactions and encourage the desire to emulate him in his industry and service.*

By having boys study Mr. Girard's life; by familiarizing them with alumni loyalty; by acquainting undergraduates with the special educational advantages of Girard College; by inspiring them with the alumni example of making our city, state, and nation better places in which to live; and by dramatizing the greatest events in Stephen Girard's life.

**OBJECTIVE NINE:** *Maintain in its curricula certain functional courses of study, and improve them as the desirability for doing so arises.*

By providing courses showing local, state, and national government in action; and by providing instruction and experiences that will inspire willingness and desire to participate in civic affairs.

**OBJECTIVE TEN:** *Endeavor to supply through increased social activities, and by improved environmental influences, that domestic felicity found in the family life of a good home.*

By taking a genuine, friendly interest in each boy; by trying to compensate in the boy's life for a lost father and an absent mother; and by effecting the happy comradeship with outside boys

and girls that will cause our boys to grow naturally into the social and family relationships which they will later assume.

## APPENDIX S

Comment on the Work of the Subcommittee on Philosophy and Objectives Made by its Chairman, Dr. Raymond I. Haskell, before a Meeting of the Entire Staff December 10, 1946

This Subcommittee of novitiates in the field of educational philosophy had a weighty but a very pleasant responsibility. Philosophers, after all, are just common people in school or out according to Shakespeare in *Much Ado About Nothing*, where he said

"For there was never yet philosopher  
That could endure the toothache patiently."

We might have got the spirit of our special work, however, from *Les Miserables*, in which Victor Hugo said, "Philosophy should be an *energy*; it should find its aim and effect in the amelioration of humanity."

Although the Subcommittee did not refer to any of the philosophy of Hanford Henderson, whose great book, *What Is It To Be Educated*, was published some thirty years ago, the spirit of his life and works might have pointed the way to our new philosophy in which we find that education is the unfolding and the perfection of the human spirit. You will find three main observations in the Objectives; they indicate that the primary means to the ends of good education are setting up right environments, providing desirable activities, and securing full cooperation from all workers, both the young and the old.

Education must bring to every student, as far as that is possible, the fullest realization of his personal and social destiny. This cannot be accomplished without having the benefits of certain cumulative environmental influences known as home, religion, school, friends, work, play, love, tolerance, inspiration, and so on. Consequently, our main purpose is to provide as many of these benefits and influences as possible. The sum total of them is Girard College. Such an ideal environment as we conceived

must be good for every boy's physical and mental health, for the growth of his mind, and for the growth of his character. It should improve him socially. In this environment he must be happy. Every influence, as far as possible, should help him grow into an honest, decent, and useful life.

—The pattern of this environment which we set up for his benefit must be democratic at all times because we expect that he will always live in a democracy, and that the spirit and pattern of the one world which we hope lies ahead of him will become democratic. Such an ideal as this presupposes that our whole effort, and his as well, shall be directed toward the promotion of the common good. Stephen Girard certainly provided for all that when he prescribed that his boys should have a better education and a more comfortable maintenance than they usually receive from the application of public funds.

—As a prerequisite to the realization of this ideal opportunity and ideal community, it is indispensable that all employees and all departments of the College organization set aside any idea of being only cogs or compartments in the work here. They must accept the preliminary tenet that a willing, cooperative spirit, a relationship of loyal and mutual understanding, and an active, continuing desire to further the work of the College, wherever their minds, hearts, and hands can participate, are at all times expected.

In this spirit we turn to our ten objectives:

(1) The individual and group health of the College is the first consideration. Our facilities for promoting and protecting the physical and mental health of our boys must be maintained on the highest possible level. Our boys must be examined thoroughly and frequently; they must have attention immediately when they are ill in any and every way and be cared for in modern, expert fashion. The physical education program, food and clothing, and treatment in and out of school must enhance good health and never endanger it.

(2) By the same token we must maintain an environment that will inculcate high ideals of thought, feeling, and conduct. As an illustration of gradual changes which time and experience

prove advisable in this regard, the administration has already changed the dormitory grouping for the purpose of eliminating the undesirable environmental influences that occur when older and younger boys live together 24 hours of the day. The influences of dormitory life, chapel attendance, manners, school spirit, art, music, library, and every individual employee who has contacts with boys must be carefully evaluated.

(3) The third objective concerns both the household and the instruction departments, but primarily the latter. In order to attain this objective, much has been done in the schools to fit the content and methods of instruction to the special needs and abilities of the boys. There are now three widely differentiated courses of study in the High School; Elementary School instruction is very highly individualized. Boys with special talents in art, music, recreational, scientific, literary, articulation, dramatic, commercial, mechanical, and journalistic activities are sorted out and given special attention, and in some areas we have a definitely formed vocational training.

Let it be especially understood that this does not preclude hard work on the part of the boy. He is doing his part only when he is doing his best to learn or to accomplish. There must be nothing superficial. If a boy finds himself untalented in some area of endeavor—arithmetic, spelling, or what not—and a certain minimum accomplishment or mastery here is necessary in the life he will have to lead after he leaves school, then everything possible must be done to lead him or urge him to that accomplishment. Automatic promotions or overgrading may easily defeat the purpose of this objective.

As far as it can be achieved, it is highly important to teach boys to think for themselves, to use good judgment, to become self-reliant, and to lead instead of follow the patterns of thinking of their fellows.

(4) Although the Subcommittee had passed on all these objectives unanimously, or nearly so, the General Committee requested that this objective be broken down further. We did so. This is the result.

This objective aims at getting as many boys as possible adjusted harmoniously wherever they are living or working. It

recommends extending Girard College opportunities for leadership, for participation in College affairs, and for extending our student government in both the schools and the household. The last subhead is now in force. It is a plan under Dr. Twitmyer's direction in which certain personal advisers are directing small groups of boys over long periods of time. Under our former setup some of our boys might easily have had no urge or desire to take their personal problems to any one person in particular.

(5) On reading Objective 5, you who have been here at least fifteen years realize that a steady, productive progress has been made in this regard. Democratic organizations like the Student Council have been set up in recent years, more boys than ever before participate harmoniously in various athletic and nonathletic activities, the graduating classes invariably describe the harmony and brotherliness of their life in the College, regardless of racial and religious differences, the *Corinthian* and the Commencement speakers laud this spirit, and our student representatives conduct themselves among all kinds of people, here and in other cities, with credit and honor. The efforts of the alumni have developed a great common fraternity in their ranks which nearly every undergraduate earnestly wishes to join. Girard, after all, is a great family in which every older and younger worker within the walls is considered a valued member. The general attitude of benevolence towards one another, from the Board to the little boys in the lower schools, is a precious thing, and we must preserve it for all time. Any discriminating attitude of older boys towards younger boys, of adults towards students, in "seniority rights" and that sort of thing, this objective aims to eliminate. The idea here is to develop and preserve wholesome, harmonious family living, behavior on a high plane, and the building up of many situations which will encourage the idea of the essential kinship of humanity.

(6) Objective 6 emphasizes the so-called practical aspects of our living and instruction in the College. These originated in the Will of the Founder. They reveal the indispensability of our vocational instruction, our guidance programs and related activities. Our boys learn how to earn money, how to save money, and

how to spend it wisely. This objective concerns also the extension of activities which will develop personality, if such is possible, and help boys to adjust themselves to jobs, employers, and fellow workers they are soon to meet. Activities in exercising personal manners, in conducting oneself properly in home and office interviews, in applying for jobs, in adopting good job attitudes, in finding desirable social affiliations, and so on, are constantly increasing in number. Let's have as many as time and the schedule permit.

(7) Objective 7 concerns our early, traditional aim in education—the cultural. The subheadings here diversify the aims very well. Opportunities now must be secured vicariously through reading, study, art, music, and the varied facilities of the College and the city community. Only a few boys have the chance to go abroad, but when we add something to our music and art, introduce records of great plays spoken by famous actors, or bring other cultural influences to the boy's ear and eye, we are adding to his cultural education. The present efforts of our boys and adults to put the Collège de Caen back on its feet is a valuable activity from which our boys will derive unique cultural experience. "He who gives in full measure will get fullest measure in return" is inescapable wisdom. The boys put it: "Cast your bread on the waters and club sandwiches will return." (Spiritually) There is something in this and similar activities which unfold, leaven, and perfect the human spirit, and that is just another definition of cultural education.

(8) No one working on our campus day after day can escape observing the effort being made to foster among our boys an appreciation of the Founder. We have buildings, books, plays, chapel and auditorium talks, special instruction by such teachers as Dr. Wolf, much Girardiana on display in both Founder's Hall and the Library, still pictures and art works, motion pictures, and the constant effort of scores of employees to inculcate a genuine appreciation of Stephen Girard and his plan of education. You cannot inspect a program, a copy of the *News* or *Magazine*, the *Corinthian*, the *President's Report*, or any occasional publication here without being aware of the effort made to achieve this aim.

The various activities of the alumni and the excellent work of the Centennial Committee will add immeasurably to its realization. The activities of the Centennial Year will mark a climax in this particular effort.

(9) Objective 9 was formulated with the help of the Social Studies Department of the High School and Dr. Melchior, a specialist in this field. It has to do, as you see, with the technical procedures used in developing good citizens. This is every teacher's job in practice throughout the College. Every teacher and officer of the College corrects boys violating some rule of good citizenship in our community almost every day. Another subheading under this objective suggests that this effort be developmental and constructive instead of punitive, rash, or negative in character. This objective points to both the instruction and the community experiences which boys should have to grow into helpful, patriotic, public-spirited citizens.

(10) When you examine Objective 10 you will think of the excellent progress which the College has made through the office and endeavors of Miss McGhee and all who have had the pleasure of working with her. The personal-adviser plan previously mentioned in this report should also help us realize this objective. The increased effort of every employee of the College in taking a genuine, friendly interest in all our boys will bring about more progress. Here we ask ourselves these questions: To what extent can we take the place of a lost father and an absent mother in the life of each boy? Can we do more to make each boy feel completely at home? Can we train our boys to feel natural and at ease in the presence of girls their own ages? Can we bring about changes enabling boys to feel like other boys outside in every way? In late years our boys have regarded Girard almost exclusively as a friendly institution. Can it be to them a real home which they will never desecrate, a home they will regard and treat no differently from the way boys outside regard and treat their homes? Can we bring about activities that will bridge the old gap between Girard College and life outside? The Subcommittee believes that fine progress is being made in that direction and that more will be made as time goes on.



This covers all that I can say in the time allotted. It has been a great privilege for all of us to work with such unity of purpose and harmony on the Subcommittee and with the "Committee of 41," who reviewed and helped revise our report. If we have made a small contribution here to the progress of the College and the inspiration of our colleagues we shall be thankful.

## APPENDIX T

Comment on the Work of the Subcommittee on Evaluation Made  
by its Chairman, Mr. Emil Zarella, before a Meeting of the  
Entire Staff December 10, 1946

The Subcommittee on Evaluation was given the task of evaluating the College program in the light of philosophy and objectives drawn up by Dr. Haskell's Subcommittee. This meant more than mere criticism which is easy to make and cheap and furthermore accomplishes nothing. It meant emphasizing the good features of our total program as well as revealing its shortcomings.

It was felt by Committee members that the best procedure to follow in discharging its responsibility was to take and consider each of the ten objectives separately . . . and this was done. As a consequence the report is divided into 10 sections. This afternoon I want to share the highlights of this report with you.

1. The first of these objectives—just as the first cardinal principle of education—deals with health. It was concluded by the Committee that an exhaustive study of the over-all health program would reveal some flaws, but in the main it would show that the physical care of our boys is excellent. This is the result of the conscious effort on the part of many agencies to maintain physical well-being at a high level. Some flaws might be said to comprise the need of a constructive program for boys restricted in physical activity, the want of an integrated leisure-time program other than in the field of intramural sports, and a failure to provide satisfactorily for that "twilight zone" between sickness and health when boys, newly dismissed from the Infirmary, find it difficult to maintain the arduous pace of the highly concentrated

College program. It was the sense of the Committee also that Girard employees, while at work within our walls, should be entitled to the uses of emergency and first-aid facilities, inasmuch as it is important to maintain employee health at a high standard of excellence, and further that there should be an improvement in the existing household roster in order to afford adequate opportunity for replenishment of the physical and mental resources of household personnel, so heavily taxed by their long schedule of duty.

2. OBJECTIVE TWO would have us "maintain an environment which will contribute to the development of high ideals, good character and the will to work." The environment of the College was judged good by the Committee. Proof? The average Girard alumnus, the product of our environment, is a good American citizen and a socially useful person. If there are deficiencies in our environment which prevent the full attainment of this objective, then they lie in the fact that considering the facilities at hand, which are not adequate to the peak load, the College is overcrowded in many of its units. This is especially true of the household setup where the ratio of boys to staff is so great as to prohibit the free development of a democratic or truly homelike way of life.

The Committee felt also that although much has been done to improve the boys' physical surroundings, the extension of the "Allen Hall idea" is desirable. Enhancement of home surroundings—either through improvement of existing facilities or new construction—is on the agenda of postwar or post-high-price improvements. One of the environmental deficiencies, so considered by the Committee, has just recently been swept away, and that had to do with the method of grouping our boys in the upper halls. The mixed age grouping was felt not to be the best. This fall another system of grouping boys was adopted and seems to be fulfilling our expectations.

3. OBJECTIVE THREE deals with teaching our boys "to think intelligently, reach good judgments and to perform commendable actions in everyday living." In this particular study the Committee emphasizes the fact that the boy unifies within himself

all the many influences of the College which play upon him, so that "it is important that this interplay of influences be harmonious and not contradictory." If our teachers, housemasters, and others do not know whether their impacts upon the boy are harmonious in their efforts, it would seem to result more from a lack of sufficient knowledge of the purposes, methods, attitudes, and activities of the different departments with which the boy is in daily contact than from any other cause.

A knowledge of a boy's background helps promote sympathetic understanding of the boy as well as does a knowledge of his aptitudes. Those who would have the boy illuminated as a person are advised that the information which would accomplish this is to be found in the several administrative offices in the High School building—and is available.

The Committee cautions that the close-knit association of the boys of the College makes group thinking more pronounced than in the usual school and that numerous lock-step features of the College environment strengthen these habits of group response. Adults are asked to place more value upon the unique characteristics of the individual and, insofar as it is feasible, to encourage him to operate as other than a member of his "one-and-changeless group."

4. **OBJECTIVE FOUR** asks us "to provide abundant opportunities in which boys will be recognized and feel needed as individuals, have a sense of security and be able to exercise the fullest expression of their better selves." The Committee suggests that we should do everything possible in the College to provide a homelike atmosphere and to build up a boy's sense of his belonging and his security. This can be done in part by giving him as much responsibility for his own actions as he can stand and in doing this we are not to assume that children are adults. It was pointed out that our boys have little actual student government and that there is almost nothing for which they are absolutely responsible. If we are to develop the type of individual strength for which we are looking, we must select certain areas, small though they may be, and place them entirely in the hands of the boys. We should, of course, expect errors.

Every teacher, supervisor, and household officer should be building up the cooperative spirit of groups through the leaders in those groups, and we must find better ways to get the leaders into leadership positions instead of other boys who cannot and do not command anybody's respect. Every boy should be impressed daily with the fact that the Girard College of today and of the future is and will be great only in proportion to the quality of his character, conduct and capability.

5. OBJECTIVE FIVE would have us "develop activities in which boys will learn to cooperate and to behave generously, tolerantly, and sympathetically in their contacts with others." It was brought out by the Committee that our concept that all Girard boys are "brothers," as well as our development of tolerance towards nationality and religious groups, are consequences of the close association into which boys of many nationalities and religious backgrounds are thrown together here. The tolerance displayed generally by Girard boys towards those of different faiths and nationalities is classic in its example to others and is an attribute of our social order from which we can derive just pride. However, as regards adult-student relationships in Girard College, the Committee feels that this differs in some respects from that which is found on the outside. In the usual boarding school, where members of the staff serve both as house and as school officers, close friendships often develop between adults and pupils and there is a friendly relationship between the two groups. Of course, the Girard scene is not devoid of this relationship, but it does not exist nearly to the degree that it might. This is the case especially in the household where relationships are limited by the regimented life, mass grouping of boys, and the unfavorable ratio of officers to boys. The Committee feels that in making any attempt to solve this basic problem, the congregate system now existing in the College looms as an insuperable obstacle.

6. OBJECTIVE SIX suggests that the College "provide means to help boys attain economic self-sufficiency after they leave the College." I think we are all agreed that the College has long been, if not all through its history, ahead of other

schools in providing our boys with the tools and the equipment to go out and earn a living, and become economically self-sufficient. Our record is outstanding in this respect. The Committee cautions that we must always be alert to hold the line against increased competition, so to speak, from outside schools which are making rapid strides forward in this direction.

For a long time it has been a matter of concern that our boys have very little opportunity to earn money, spend it according to their own judgment and learn to handle their own finances. Reports from boys who have graduated indicate that this is one of the most difficult adjustments they have to meet. The very essence of the Girard setup, however, makes this problem one of the most difficult for us to solve. It has been suggested from time to time that our boys be given a weekly allowance of spending money, that arrangements be made for boys to go to downtown stores to purchase certain articles of clothing, that some kind of central store be maintained within the College where boys could make purchases, and that some kind of College currency be issued so that each boy could carry through a quasi-financial transaction in securing equipment, meals, etc.; but there are obvious objections to these suggestions, and the entire problem needs a great deal of study.

7. OBJECTIVE SEVEN reads, "Develop appreciation of the cultural and spiritual heritages of various races of people." It was suggested that this objective might best be achieved by cultivating understanding and appreciation of the manifold cultural achievements of races and nationalities, including the great individuals signalizing these accomplishments, and by fostering a deep desire for the good, the true, and the beautiful. These appreciations are cultivated in the classroom, in Chapel and assembly programs, through Boy Scout work, in athletic contests, by participation in the Cultural Olympics, and through attendance at plays and concerts. It is concluded then that if this objective is to receive greater implementation it must be supplied mainly through greater use of means already being employed. Greater adult sensitivity to this objective will help make the boys more sensitive to it and all of us keener for a wider use of the opportunities now available.

8. OBJECTIVE EIGHT would have us "foster a genuine appreciation of Stephen Girard's benefactions and encourage the desire to emulate him in his industry and service." A great deal, of course, is already being done to attain this objective. It is questionable, however, whether a boy can be made to appreciate Girard's benefactions any more than any child appreciates what his father and mother do for him. Not until our boys reach maturity will they have the capacity fully to appreciate Stephen Girard. The attitude of our graduates is evidence that appreciation does come with the passing of the years, and this should be encouragement enough for us to continue the good work being done in this direction. The Committee feels that the best approach towards the attainment of this objective is principally through indirection; that is to say, through object lessons growing out of experiences in the give and take of daily living, through Chapel talks based on attributes of Stephen Girard, and by participation in the service programs extant on the campus. The Committee feels that altogether our boys have a pretty good picture of the career and work of the Founder, but it suggests that in an effort to make all of us more sensitive to our obligation to keep interest alive in his life and achievement, everything being done "to teach Girard" be assembled and a copy given to every teacher and household officer.

9. OBJECTIVE NINE looks to the maintenance of courses of study designed primarily to develop appreciation of the responsibilities of American citizenship. In emphasizing such study we would be carrying out an expressed will of the Founder who wanted his boys to form a "pure attachment to our republican institutions, and to the sacred rights of conscience." We can derive just satisfaction, as I have stated elsewhere in this report to you, from the knowledge that there is continuous evidence to show that Girard alumni possess civic training and assume community responsibility at least equal to those of their fellow citizens trained in other schools. Through formal instruction in civics and in problems of democracy, through the give and take of everyday living at Girard, through participation in conferences, adult-sponsored discussions, and in activities connected with class and organization elections and responsibilities, our boys learn to de-

velop responsible citizenship. We must recognize the fact that if boys become good citizens in our own school, observe its rules, protect its property, develop leadership in its activities, and accept the democratic principle of majority rule, they are more likely to carry good citizenship into life beyond the school. The habit of assuming civic responsibility must begin right here in Girard College. It should grow out of a cumulative experience based upon adequate age and grade level practice, and be supplemented by careful study and observation.

10. OBJECTIVE TEN asks that we "supply through increased social activities, and by improved environmental influences, that domestic felicity found in the family life of a good home." It is doubtful, in the eyes of the Committee, even under the most favorable circumstances, that this objective, so stated, can ever be attained in Girard College, or in any other school for that matter. A private home is one thing; a school quite another. Each must be viewed differently. Certain it is that we can never hope to attain this objective under the present circumstances of household life, and this is so even in the face of increased social activities and enhanced environmental influences, both of which are on the march at the College. It is extremely important that a friendly relationship exist between boys and household advisers especially, since the two live in close association with each other the greater part of the time. Household officers, of course, care very much to be considered friends by the boys.

One very serious deficiency is that except in Allen Hall there is a lack of feminine influence in the out-of-school lives of the High School group. The Committee believes that feminine influence is desirable throughout the College and that the "domestic felicity" of this objective is impossible of attainment without the presence of women as well as men, in the houses.

The establishment of the office of Director of Social Instruction has helped in the attainment of this objective. Our boys are being brought much more frequently into happy association with outside young people, especially girls. Perhaps equally far reaching in effect are the adult-student "get-togethers" reflected in the special dinner parties in town and on our own campus.

## APPENDIX U

### ANNIVERSARIES AND COMMENCEMENTS — 1946

#### SPEAKERS

*Commencement, January 22,*

Honorable Francis J. Myers,  
United States Senator from Pennsylvania

*Founder's Day, May 18,*

Morning Assembly of Students  
Lieut. Colonel James M. Hamilton, '04  
President, Girard College Alumni  
Mr. Rexford E. Tompkins,  
Class of January, 1933

World War Memorial Monument Rededication Service —  
Chapel

Joseph Gilfillan, Esquire  
President, Board of Directors of City Trusts  
Lieut. Colonel James M. Hamilton, '04  
President, Girard College Alumni  
Major General Lewis B. Hershey,  
Director, Selective Service System

World War Memorial Monument Rededication Ceremony—At the Monument

Mr. George F. Norton, '11  
Board of Directors of City Trusts  
Mr. Marvin T. Fassett,  
Class of January, 1939

*Memorial Day, May 30*

Major Russell C. Start, '16  
Stephen Girard Post, No. 320, American Legion

*Commencement, June 18*

Honorable Owen J. Roberts,  
Former Associate Justice, United States Supreme Court

*Thanksgiving Day, November 28*

Mr. Jacob Billikopf, Philadelphia



## APPENDIX V

### CHAPEL SPEAKERS — 1946

- January**    6—Mr. James F. Walker, Principal, The Westtown School, Westtown, Pa.  
               13—Mr. George O. Frey, '98, Teacher, Girard College.  
               20—Dr. Willis A. Sutton, Guest Lecturer, The Reader's Digest.  
               27—Mr. Malcolm J. Nicholson, Senior Housemaster, Girard College.
- February**   3—Mr. Paul W. Albright, '10, Business Executive, New York, N. Y.  
               10—Dr. Edgar J. Fisher, Assistant Director, Institute of International Education, New York, N. Y.  
               17—Mr. Arthur W. Binns, Business Man, Philadelphia, Pa.  
               24—Dr. William E. Burkard, District Superintendent, Philadelphia Public Schools.
- March**        3—Joseph P. Gaffney, Esquire, Solicitor, Board of Directors of City Trusts, Philadelphia, Pa.  
               10—Mr. Emil Zarella, '24, Senior Housemaster, Girard College.  
               17—Mr. Harold J. Budd, Attorney, Philadelphia, Pa.  
               24—Dr. Raymond I. Haskell, Teacher, Girard College.  
               31—Mr. Arthur W. Binns, Business Man, Philadelphia Pa.
- April**        7—Dr. Merle M. Odgers, President, Girard College.  
               14—Mr. Hubert J. Horan, Jr., Board of Directors of City Trusts, Philadelphia, Pa.  
               21—Mr. John D. Myers, Housemaster, Girard College.  
               28—Mr. Charles E. Bowman, Teacher, Girard College.
- May**          5—Mr. Arthur W. Binns, Business Man, Philadelphia, Pa.  
               12—Mr. Raymond L. Burkley, '22, Executive Secretary, General Alumni Association, Temple University, Philadelphia, Pa.  
               19—Mr. E. Elmer Staub, '99, Business Man, Detroit, Michigan.  
               26—Dr. Cheesman A. Herrick, Formerly President of Girard College.
- June**         2—Mr. William L. Campbell, Senior Housemaster, Girard College.  
               9—Mr. Creel W. Hatcher, Head of Mechanical Department, High School, Girard College.  
               16—Mr. E. Newbold Cooper, Supervising Principal, Elementary Schools, Girard College.  
               23—Mr. Albert H. Schoell, Teacher, Girard College.  
               30—Mr. James M. Baker, Teacher, Girard College.
- July**          7—Mr. Charles K. Hay, Principal, John M. Patterson School, Philadelphia, Pa.

- 14—Mr. Russell M. Leonard, Principal, S. Weir Mitchell School, Philadelphia, Pa.
- 21—Mr. George F. Humphreys, Auxiliary Principal, Philadelphia Public Schools.
- 28—Mr. Harold F. Holman, Housemaster, Girard College.
- August** 4—Mr. John J. Welsh, Principal, Horatio B. Hackett School, Philadelphia, Pa.
- 11—Mr. John A. Lander, '40, Housemaster, Girard College.
- 18—Mr. Milton O. Pearce, Principal, Robert S. Vaux School, Philadelphia, Pa.
- 25—Miss Flora Galloway, Governess, Girard College.
- September** 1—Mr. Reynolds Joll, Senior Housemaster, Girard College.
- 8—Mr. Boyd Comstock, National Education Association, Washington, D. C.
- 15—Mr. J. S. F. Ruthrauff, Teacher, Girard College.
- 22—Mr. Joseph Feltus, '27, Boy Scout Executive, Philadelphia, Pa.
- 29—Mr. Douglas T. Neale, Business Man, Philadelphia, Pa.
- October** 6—Mr. Paul S. Miller, '29, Business Man, Harrisburg, Pa.
- 13—Dr. John L. Haney, Formerly President, Central High School, Philadelphia, Pa.
- 20—Dr. Earle T. Hawkins, Supervisor of High Schools, State Department of Education, Baltimore, Md.
- 27—Clarence L. Walker, Esquire, Clerk, Court of Common Pleas No. 6, Philadelphia, Pa.
- November** 3—Mr. John W. Leydon, Teacher, Girard College.
- 10—Dr. Charles C. Tillinghast, Principal, Horace Mann School, New York, N. Y.
- 17—Dr. David A. McIlhatten, Teacher, Girard College.
- 24—Dr. Merle M. Odgers, President, Girard College.
- December** 1—Mr. G. Curtis Pritchard, Assistant Superintendent of Admission and Discharge, Girard College.
- 8—Dr. Merle M. Odgers, President, Girard College.
- 15—Mr. Walter Camenisch, '09, Business Man, Philadelphia, Pa.
- 22—Mr. Ralph W. March, Teacher, Girard College.
- 29—Miss Hazel Erchinger, Librarian, Girard College.

## APPENDIX W

### PRIZES AND HONORS, 1946-1947

Two key man awards were made during the school year, to Vincent S. Brennan, Class of June, 1946, and Charles Weiss, Class of January, 1947, for the best all-around records in scholarship, athletics, citizenship and extra-curricular activities. Portable typewriters were selected by the winners.

The bronze Schoolboy Medal, awarded by the General Alumni Society of the University of Pennsylvania, for high attainment in scholarship, character, and school activities, was presented to Charles Weiss.

The scholarship watches, awarded to the student in each graduating class with the highest scholarship standing for the last two High School years, were presented by the Girard College Alumni Association and through the Louis Wagner Memorial Fund, as follows:

September— Richard E. Frey, Class of June, 1946

February— Charles Weiss, Class of January, 1947

The bronze medal of l'Alliance Francaise was presented to Joseph B. Serbin, the High School student showing the greatest proficiency in the study of the French language and literature.

Special prizes were presented by various individuals and groups of the Alumni.

The "Early Eighties" prizes, presented in the name of John Humphreys, were awarded in September for the best short stories produced by the members of the Senior Classes as follows:

- |                  |        |
|------------------|--------|
| 1. Charles Weiss | \$7.00 |
| 2. John H. Burns | 5.00   |

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "Safety on City Streets" by students of the Second High School Year, were awarded in September as follows:

- |                     |        |
|---------------------|--------|
| 1. Larry D. Trexler | \$6.00 |
| 2. Charles G. Dyer  | 4.00   |
| 3. Vincent G. Lynch | 2.00   |

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded in September as follows:

- |                                 |        |
|---------------------------------|--------|
| 1. Lewis Ludwig (Foundry)       | \$7.00 |
| 2. Glenn F. Sheppard (Printing) | 5.00   |

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in penmanship, were awarded in September as follows:

- |                     |        |
|---------------------|--------|
| 1. Joseph G. Malina | \$7.00 |
| 2. John V. DeMaso   | 5.00   |

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in chemistry, were awarded in September as follows:

- |                        |         |
|------------------------|---------|
| 1. Bernard J. McDowell | \$10.00 |
| 2. Earl C. Figart      | 7.00    |

The House Scholarship Trophy, presented by the class of June, 1921, to the house attaining the highest average of the combined term scholarship records for the preceding term, was awarded as follows:

- |                         |              |
|-------------------------|--------------|
| September—Merchant Hall | Average 2.12 |
| February—Merchant Hall  | Average 2.02 |

The Frank Honicker prize of \$3.00, awarded for the best general record in secretarial studies during the year, was presented in February to Wesley L. Uplinger of the S-1-2 Class.

The William H. Hoyt, Jr. ('38) and Robert M. Hoyt ('39) Memorial Prizes, established by the mother of these two Gold Star Alumni, who died in service in World War II, were awarded to the two commercial students of the graduating classes ranking first and second respectively in their commercial work during the last two high school years.

**September Awards:**

- |                      |        |
|----------------------|--------|
| 1. Richard E. Frey   | \$7.50 |
| 2. Joseph Menichetti | 5.00   |

**February Awards:**

- |                    |        |
|--------------------|--------|
| 1. Charles Weiss   | \$7.50 |
| 2. Albert J. Lewis | 5.00   |

The Charles W. Lawser prizes, established by Mr. Charles

W. Lawser, '88, for members of the Junior Classes in Machine Shop or other trade vocational work who make the best record for development of mechanical skill and the habits and attitudes desirable in a good workman, were awarded as follows:

September—Earl R. Stover	\$5.00
February—Donald P. Reimer	5.00

The Jesse B. Manbeck prizes, established by Mr. Jesse B. Manbeck, '10, for the student in the Print Shop making the best record for development of mechanical skill and the habits and attitudes desirable in a good printer, were awarded as follows:

September—Charles Paulsen	\$5.00
February—Kenneth H. Bofinger	5.00

The Girard Ginger Association prizes, newly established this year by the alumni organization of that name, to be awarded to the Girard College Boy Scout Troop with the best record each term for scout advancement and hiking, were presented as follows:

September—	
Troop No. 411; Mr. B. Frank Severy, Scoutmaster	\$10.00
February—	
Troop No. 411; Mr. B. Frank Severy, Scoutmaster	10.00

Bronze medals awarded by the American Legion, through the Stephen Girard Post, No. 320, to the students of the upper level of the Seventh Grade for the best records in scholarship, athletics, and citizenship combined, were presented as follows:

June, 1946—Marvin Weiss  
January, 1947—Frank H. Schlechtweg

The Stephen Girard Post, American Legion, Trophy, awarded to the Company attaining the best all-around military record during the term, including the competitive drill, was awarded as follows:

June, 1946—Company C  
January, 1947—Company A

Special prizes were also presented by the College to Cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

#### September Awards

1. Robert R. Tierney, Company C, Silver Medal
2. George Thomas, Company D, Bronze Medal

#### February Awards

1. Martin K. Sooby, Company A, Silver Medal
2. Frank Stanzione, Company B, Bronze Medal

To the Cadets ranking first and second in individual drill:

#### September Awards

1. Walter Wilkes, Private, Company D, Silver Medal
2. George Rolenitus, Sergeant, Company C, Bronze Medal

#### February Awards

1. Walter M. Cleighton, Sergeant, Company D, Silver Medal
2. Joseph I. Peters, Sergeant, Company B, Bronze Medal

The Joseph G. Simcock Prizes, awarded to the two members of the Junior-two Classes for greatest proficiency in the heat treatment of steel, were presented in September as follows:

- |                    |        |
|--------------------|--------|
| 1. George Telatnik | \$5.00 |
| 2. Harry T. Evans  | 3.00   |

Prizes presented by the College for proficiency in manual arts:

#### September Awards

- |   |        |
|---|--------|
| 1. Walter D. Peek, books to the value of    | \$5.00 |
| 2. Dennis R. Freeman, books to the value of | 3.00   |

#### February Awards

- |  |        |
|--|--------|
| 1. William J. Schneider, books to the value of | \$5.00 |
| 2. Donald L. Vought, books to the value of     | 3.00   |

Prize presented by the College in February for the best singing with soprano or alto voice:

- |   |        |
|---|--------|
| 1. Raymond A. Welsh, Soprano, books to the value of | \$5.00 |
|---|--------|

#### HIGHEST SCHOLASTIC HONORS IN THE HIGH SCHOOL

Robert Meloney Anderson, Henry Charles Buckwald, David Budenstein, John Anthony DiCiurcio, Robert Patrick Donovan, Robert James Eberhart, Frederick James Fee, Patrick John Hagan, Robert Iannuzzelli, Horace Crawford Kay, Marvin Lutzner, Bernard James McDowell, Gaylord Keith McDowell, Irvin Alexander Miller, Rudolph Joseph Panaro, Nicholas Rock, John Toman, Larry Daniel Trexler, Wesley Lee Uplinger, Walter William Wagner, Charles Weiss.

#### SCHOLASTIC HONORS IN THE HIGH SCHOOL

Dante Aurelio Battistini, Joseph Choclos, Scott Cobb, John Adam

Furry, Richard Harry Gebelein, Thomas Kleback, Bernard Kosloski, Daniel Lang Lynch, Andrew Machowski, Robert Paul Mackenzie, Josiah Light Neeper, Frank Paulsen, Joseph Philip Pavlovich, Jay Mitchell Raskin, William Frank Seibert, Frank Stanzione, William James Thompson, Joseph Mark Van Horn, Dorrance Hurlbut Warnock.

## APPENDIX X

### GRADUATES

Following are the names of those who were graduated from the College in 1946:

#### Class of January, 1946

John William Berger	James Aloysius Kearney
Ralph Lewis Berger	Robert Walter Kensinger*
William Joseph Blewis	Edward Francis Kisko
Francis Brooks	Louis Frederick Kuhnle*
John Douglas Chappell	Joseph Edward Marion
John Thomas Clarke	Robert Marotta
Carl William Colin	Adrian Marshall*
Victor Damiani	Daniel Metroka*
Melvin Ted Davis	Richard Micklos
Joseph DiCampi	William Henry Otto
Paul DiCicco	Edward Parulski*
Raffaele Leo DiCicco	Alfred Pernicello
John Edward Dougherty	Henry Clarence Ray
Richard Dean Edsell	James Martin Remaley
Peter David Evanoff	Donald Barton Rine
William Evan Evans	David Rosen
Edwin Louis Finkel	John Albert Roskow
Bernard Fisher	Thomas Colebrook Rostron
George Albert Freyer	Leonard Schwartz
Robert Grant	William Lewis Snyder
Robert Charles Grater*	George Bennett Strawbridge
Thomas Allan Gray	Clement Sypulski
Robert Byard Hargreaves	Domenic Toscani
Daniel Joseph Hussey	Leon Vorndran

Harold Irvin  
Louis Allen Jones  
Raymond Kaplan

Robert James Whitehouse\*  
John Richard Williams

\* Member of National Honor Society

### Class of June, 1946

Henry Joseph Aloysius Bailey  
William Thomas Bamberger  
Richard Moffett Beise  
Joseph Edward Bonaparte  
Alfio Rosario Bonaventura  
Vincent Stanislaus Brennan\*  
Alfred Emanuel Christensen  
Forrest Earl Deaner  
Ralph George Dermott  
Lawrence Joseph DeWalt  
Eugene Charles Donovan  
Joseph Dzurenda  
Alfredo Ottavio Fego  
Earl Charles Figart  
Richard Ellsworth Frey\*  
Vincenzo Gentile  
Francis Orlando Gerace  
Justine Gonnelli  
Donald Robert Gruver  
Melvin Leon Herner  
Michael Hrynkiw  
Ellis James Kaufman\*  
John Kleback  
Daniel Kogut\*  
Daniel Richard Komorowski  
Isadore Kweit

Lewis Ludwig  
Joseph Marchese  
Thomas Francis McGuire  
Daniel McGurk  
David Edward McKenty  
Joseph Menichetti\*  
Francesco Pagano  
Thomas Pipito  
Raymond James Renzi  
James Elden Richards\*  
Nelson Emanuel Richards  
Paul Charles Richardson  
Theodore Francis Roderer  
Albert Samuel Rosenberger  
Jack McCoy Russell  
Charles Raymond Ryman  
James Savage  
Glendon Franklin Sheppard  
Marquand Nulton Sooby  
Joseph Stanzione  
George Thomas  
Robert Reeves Tierney  
Stephen Urbanski  
Robert Earl Waller  
Elmer Ellsworth Williams  
Frank Mastin Wright

\*Member of National Honor Society

### THOSE RECEIVING CERTIFICATES

The following boys, unless otherwise designated, completed one year of Post High School work in 1946, and were granted certified statements indicating the ground covered in each individual case:



January, 1946  
 Paul P. Budenstein  
 Umberto Cantalamessa  
 George M. Coulter  
 Pietro Lotto  
 Frederick H. Pierce  
 Manley Prussel  
 Remo J. Silvestrini  
 Ernest E. Wright  
 \*1 Term

June, 1946  
 Donald D. Baker  
 Harold A. Boden  
 Robert Burke  
 John Havrisik  
 Glen H. Hipple  
 Thomas Howell  
 Robert C. Jones  
 Dennis M. Mergo  
 Donald F. Panaro  
 Vincent C. Ricci  
 Gerald Sajewski  
 Harvey P. Selwitz  
 Domenic Toscani\*

## APPENDIX Y

### SAVINGS FUND ACCOUNT

The Savings Fund Account, which was started in 1896 with deposits of \$234.07, has served its purpose well. Some figures for the last five years are given below:

	<i>Deposits</i>	<i>Withdrawals</i>
1942	5,825.63	7,530.93
1943	5,430.06	9,169.90
1944 .....	6,732.09	6,955.30
1945	8,725.16	7,126.01
1946	9,128.33	6,849.26
Total deposits, 1896 to 1946		\$197,021.49
Total withdrawals, 1896 to 1946		181,966.70
Excess of deposits over withdrawals, 1896 to 1946		15,054.79
Total Amount in the Fund, December 31, 1946		39,477.81
Total interest for the year ending December 31, 1946		509.32
Accounts opened in 1942 .....		118
Accounts opened in 1943 .....		67
Accounts opened in 1944 .....		78
Accounts opened in 1945 .....		117

Accounts opened in 1946 .....	148
Total number of accounts December 31, 1942.....	1372
Total number of accounts December 31, 1943.....	1246
Total number of accounts December 31, 1944.....	1188
Total number of accounts December 31, 1945.....	1147
Total number of accounts December 31, 1946.....	1136
United States War Bonds, December 31, 1946 .....	\$16,035.00

## APPENDIX Z

### LECTURES AND ENTERTAINMENTS — 1946

*Friday, January 4*

Lecture

"Protect the Power House"

Dr. Frederick W. Maroney

*Friday, January 18*

Lecture

"Espionage — Spying on Spys"

Major Thomas Coulson

*Friday, February 1*

Lecture - Entertainment

Glass Blowing

Ralph Melville

*Saturday, February 2*

Concert

Women's Glee Club of the University of Pennsylvania

*Friday, February 15*

Lecture

"Elephants"

Al Priddy

*Friday, March 1*

Lectures

Dr. Michail Dorizas

*Friday, March 15*

Lecture

"Tomorrow's Citizens Today"

Fred G. Bale

*Friday, April 12*

Entertainment

Kingslands Marionettes

*Friday, October 18*

Lecture

"The Sports Commentator"

William Slater

*Friday, November 1*

Entertainments

Sleight-of-Hand and Magic

Loring Campbell Company

Magic and Clay Molding

George Morton, Magician

Claymo - Modeler

*Friday, November 22*

Lecture and Entertainments

"Spies and Saboteurs"

Kurt Singer

Shadowgraphs

Servais Sylvester

*Friday, November 29*

Student Activities Night

*Friday, December 13*

Christmas Concert

Musical Organizations of Girard College

(Saturday, December 14, for Student Body and Staff)